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Name of policy: Anti- bullying Policy.

	Date
APPROVED BY COMMITTEE	
RATIFIED BY GOVERNING BODY	
NEXT REVIEW	

Head Teacher _____ Date _____

Chair of Governors _____ Date _____

Statement of intent

Everyone at Church Hill School has the right to feel welcome, secure and happy. All children and young people at Church Hill School are entitled to learn in a safe and supportive environment. This means they should be free from all forms of bullying behaviour. It is everyone's responsibility to ensure that bullying does not happen and this policy contains guidelines to support this ethos.

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. Our Anti-Bullying Policy outlines how instances of bullying will be dealt with by the school and the strategies put in place to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's response to bullying. Under section 89, our school must have measures in place to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures are part of the school's Behaviour Policy which is communicated to all pupils, school staff and parents.

All members of the school community including teaching and support staff, parents/carers and pupils will work together to prevent and reduce any instances of bullying at our school. There is a zero tolerance policy in place at Church Hill School.

1. What is bullying?

At Church Hill School we work hard to ensure that all children know the difference between bullying and simply "falling out".

Bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another. It is often difficult for a victim to defend themselves against bullying.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs but frequent and happen over a period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm. It is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

2. What does bullying look and sound like?

Many different kinds of behaviour can be considered bullying. Bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Categories of bullying include:

- **Verbal** – name calling, imitating, teasing, insulting, spreading rumours, swearing, making threats.

- **Physical** – any unwanted or inappropriate touching, physical intimidation, hitting, pushing and shoving, kicking, pinching, poking, damaging or taking of belongings, threats of violence and extortion.
- **Emotional** – spreading rumours, deliberate exclusion from groups, tormenting, ridiculing, isolating, refusing to work with another pupil, revealing personal information, threatening, inciting others to treat an individual in a manner that could be considered bullying.
- **Cyber** – online threats and intimidation, harassment/‘cyber-stalking’, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. (It can include messages intended as jokes, but which have a harmful or upsetting effect.)

The school also recognises that there will be **individual** acts of aggressive intimidation that must be taken seriously; however this policy is designed to deal with longer term issues of bullying. The individual incidents will always be acted upon and will be dealt with using the guidance set out in the Schools Behaviour and Discipline Policy.

3. Legal issues related to bullying

Under the Equality Act 2010, the school has a responsibility to: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.

Under the Human Rights Act (HRA) 1998, schools could have charges brought against them if they allow the rights of children and young people at their school to be breached by failing to take bullying seriously. The National Association of Headteachers has acknowledged this, adding to their guidelines that headteachers must ‘satisfy themselves’ that their school’s anti-bullying policy complies with the HRA 1998. Headteachers cannot do this without fully involving their teaching staff.

4. Prevention

- Staff will encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work.
- Bullying should be discussed as part of the curriculum, and diversity, difference and respect for others should be promoted and celebrated through various lessons.
- Changing and organising seating arrangements in class can help to prevent instances of bullying.
- Potential victims of bullying should be drawn into working groups with children who do not abuse or take advantage of them.
- Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, for example, drama productions, sporting activities, cultural groups.
- All members of the school community will be made aware of the school’s Anti-Bullying Policy and it is available on the website.
- All staff members will receive training on identifying and dealing with bullying.

5. Staff guidance principles

- Prevention will be at the forefront of our Anti- Bullying Policy.
- Staff will treat reports of bullying very seriously.
- Staff will not ignore suspected bullying.
- Unpleasantness from one pupil towards another will always be challenged and never ignored.
- Staff will take action immediately. This applies to all staff, not only teaching staff.
- Staff will respect pupils' privacy, and information about specific instances of bullying will not be discussed with others, unless in a setting that the victim gives consent to or there is a safeguarding issue.
- Follow-up support will be given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

6. Roles and responsibilities

- It is the responsibility of all staff to be alert to possible harassment of pupils and deal with incidents of bullying as the highest priority.
- The governors will evaluate and review the Anti-Bullying Policy, and will ensure that it is non-discriminatory.
- The headteacher will review and amend the policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures. The headteacher will keep a record in the safeguarding file of all reported incidents and provide appropriate training for staff members.
- Class Teachers will be alert to social dynamics in their class and be available for pupils who wish to report bullying. They will also provide follow-up support following bullying incidents.
- The Class Teacher will correspond and/or meet with parents where necessary. They will also provide a point of contact when more serious bullying incidents occur.
- Parents/carers should inform their child's class teacher, in the first instance if they are concerned that their child may be bullied or be involved in bullying.
- Pupils should inform a staff member if they witness bullying, or are a victim of bullying. They should not respond to bullying by making counter-threats, pupils should walk away from any dangerous situations and avoid involving other pupils in incidents. Pupils should be advised to retain all evidence of cyber-bullying.

7. Procedures for dealing with bullying

Church Hill School believes that the Restorative Justice approach is often the best way to manage incidents of bullying. Senior Staff and Governors have received training and will work with individuals and groups of children who may be victims or perpetrators of bullying incidents.

The school generally adopts a 'problem-solving' approach, asking both the victim and the bully to suggest ways the situation could have been improved and, where either person has provoked the bullying incident, helping them to understand more appropriate ways of behaving.

Minor incidents will be reported to the pupils' class teacher who should investigate the incident, set appropriate sanctions for the perpetrator, and record the incident and outcome on O Track.

The procedure outlined below will be adopted by all staff in serious incidents.

Interviews:

- If a pupil is injured, take the pupil immediately to the medical room to check on the extent of their injuries.
- The victim, alleged bully and witnesses will initially be interviewed separately.
- Try to ensure that there is no possibility of contact between the pupils interviewed, for example by texting.
- Use a room that allows you to interview in privacy. A witness is recommended for serious incidents.
- Take details from all parties (alleged bully, victim, witnesses). This may need prompting with questions from you to obtain the full picture, however it is important not to ask leading questions.
- Avoid making premature assumptions. It is important not to be judgemental at this stage. Listen carefully to all accounts, be non-confrontational and do not attach blame until your investigation is complete.
- Inform all pupils concerned that they must not discuss the interview with other pupils.

Record keeping:

- The teacher who conducted the interviews should write out a brief summary of the incident. A separate interview sheet should be completed for each pupil involved and the written statements of each part should be included.
- This record should then be forwarded on to the headteacher, who is responsible for holding all records in an agreed location.

8. Action and sanctions:

Appropriate action to deal with the bully:

If you are satisfied that bullying did take place, help the pupil to understand the consequences of their actions and warn them that there must be no further incidents. Inform them of the type of sanction to be used in this instance and future sanctions if the bullying continues.

Sanctions may include

- Missing playtimes and lunchtimes
- Exclusion from School at lunch time – child will have to be collected from school and taken home for lunch.
- Temporary or permanent exclusion
- Specific sanctions related to the situation

In order to support the children's future relationships and help to develop appropriate ways of managing situations, it is important for children to understand the impact of their behaviour on others.

- Where possible, reconciliation and a genuine apology from the bully is often the best outcome and is frequently what is most wanted by the victim. This can be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Victims should never feel pressured into a face-to-face meeting with the bully.
- Help children understand how their behaviour is affecting others, as children often do not appreciate the distress they are causing.
- Try to reach an agreement on reasonable long-term behaviour.
- Prepare the bully to face their peer group - discuss what they will say to others.
- Inform parents about bullying incidents and what action is being taken. This may be via phone call, letter or a face-to-face meetings with the class teacher or Head teacher where appropriate.
- The pupils involved should be informally monitored over the next half-term.

Appropriate actions to deal with the victim:

- The class teacher should informally check whether the bullying has stopped on a weekly basis for at least month after the complaint of bullying.
- If necessary, break up group dynamics by asking staff to assign places in classes.
- Encourage the victim to tell a trusted adult in school if bullying is repeated.
- It may be appropriate to encourage the victim to broaden their friendship groups by joining a lunchtime or after- school club or activity.

Follow-up:

The progress of both the bully and the victim should be monitored by their respective class teachers. One-on-one sessions to discuss how they are getting on may be appropriate. If the incident was sufficiently serious, follow-up correspondence with parents a month after the incident may be necessary. Where necessary we will ask for the support of outside agencies such as the High Incident Team, Primary Project or CAMHs.

Pupils who have been bullied will be supported by:

- Being listened to and having an immediate opportunity to meet with their teacher or a member of staff of their choice.
- Being reassured.
- Being offered continued support.
- Being offered counselling where appropriate.

Pupils who have bullied others will be supported by:

- Receiving a consequence to their actions.
- Being able to discuss what happened.
- Reflecting on why they became involved.

- Understanding what they did wrong and why they need to change their behaviour.
- Appropriate assistance from parents/carers.

9 Bullying outside of the school

Teachers have the power to discipline pupils for misbehaving outside the school premises. This can relate to any bullying incidents occurring anywhere off the school premises such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the staff member.

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and therefore not under the lawful charge of a school staff member.

The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Appendix 1 – bullying report form

This form should be completed by the class teacher and sent or handed to headteacher upon completion.

Bullying/Incident Report Form			
Name of Pupil/s:		Class	
Date:	Time:	Location:	
Incident reported to:			
<p>Details of incident: Please use the following prompts</p> <p>Who was doing the bullying? What happened? Did anyone else see it? How often does the bullying take place? How long has the bullying been going on?</p>			
<p>Impact of the bullying</p> <p>How did being bullied/seeing the bullying make you feel? Was anybody physically hurt? Did anybody need medical attention? Have you informed anybody else about the bullying? If so, who did you inform? If you have not informed anybody else, what has put you off asking for help or informing someone?</p>			
Action taken:			
Signed	Pupil		
	Headteacher		
	Witnesses		