

# DIGGLE SCHOOL

Sam Road, Diggle, Saddleworth OL3 5PU  
Headteacher: Mr N Fowler  
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## Anti-Bullying Policy

### Aims

It is the aim of this school to provide a happy, friendly, secure environment where the children can grow in confidence and competence. We want all our children to be:

- Successful learners who enjoy learning, making progress and who achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society
- Responsible for their own actions allowing themselves and others to learn in a safe, secure environment

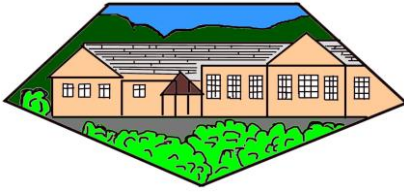
**Bullying of any kind is unacceptable at our school.** It is our aim to deal with any incidents of bullying promptly, sensitively and effectively by becoming a **TELLING SCHOOL**. This means that even if the person being bullied is too afraid to tell a member of staff, all the bystanders know that it's their duty to do so and that they won't be accused of telling tales.

### What is bullying?

Bullying is behaviour, usually repeated over time, which intentionally hurts another individual or group, physically or emotionally. One person or a group can bully others.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, making threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial remarks or taunts, graffiti, gestures
Religious	remarks, taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	prejudice against people because of their sexuality. This includes the use of homophobic language, e.g. gay
Verbal	name calling, sarcasm, spreading rumours, teasing
Cyber	All areas of the internet, e.g. email and social networking sites; mobile phone threats by class and text messaging; misuse of associated technology, e.g. camera, video.



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Pupils are bullied for a number of reasons. It can be related to

- Race, religion or culture
- Special educational needs or disabilities
- Appearance or health conditions
- Sexual orientation
- Home circumstances

Definitions will only be a guide, not a limit to what is and isn't bullying.

## Why we think it is important to respond to bullying

### ***Bullying hurts***

*No one deserves to be the victim of bullying*

*Everyone has the right to be treated with respect*

## Objective of this policy

1. That everyone in our school community has a clear understanding of what bullying is
2. That everyone knows what our policy on bullying is and how it will be dealt with
3. That everyone follows agreed procedures for dealing with bullying

## Measures to prevent bullying occurring

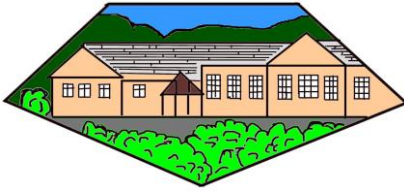
We aim to deliver integrated preventative work within the curriculum - including relationships, responsibility for others and the effects of negative treatment. The Personal, Social, Health and Citizenship Education curriculum is extremely important and contains specific reference to learning objectives concerning bullying. The ethos of our school and our Statement of Values reflect our concern for the welfare of all members of the school community. School assemblies and Collective Worship contain planned specific references to relationship, responsibility, respect and care for others.

The use of creative learning through art, music, poetry, drama and dance can develop understanding of feelings and enhance children's social and emotional skills.

The active teaching of social and emotional skills, promoted by the SEAL programme, is used in whole class and small group work.

We challenge attitudes about bullying behaviour and increase understanding for bullied pupils to help build and maintain an anti-bullying ethos in the school.





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## Procedures to deal with allegations of bullying

We take bullying seriously and never tell children to 'just ignore it' or accuse them of 'telling tales'. When bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

We

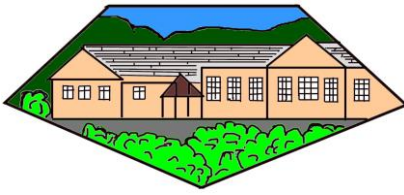
- Never ignore a disclosure of bullying or suspected bullying. Disclosure may be a direct revelation of incidents or a perceived belief by a third party that bullying may be occurring.
- Make time to listen to the person using effective listening techniques.
- Do not make premature assumptions.
- Listen carefully to all accounts - several pupils saying the same thing does not necessarily mean they are telling the truth.
- Protect the victim from further abuse.
- Agree an action plan with his or her consent.
- Give a clear account of the incident to the Headteacher who will interview all concerned.
- Keep informed parents of *all* children involved.

## Response for the victim

When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated. We will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:

- Immediate action to stop the incident and secure the child's safety
- Positive reinforcement that reporting the incident was the correct thing to do
- Reassurance that the victim is not responsible for the behaviour of the bully
- Strategies to prevent further incidents
- Sympathy and empathy
- Extra supervision / monitoring
- Creation of a support group
- Feedback on progress to keep the child informed of action taken





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## Response for the bully

We will respond to incidents of bullying behaviour in an appropriate way - the more serious the cause for concern the more serious the response.

- Immediate action to stop an incident of bullying in progress
- Discussing what has happened
- Discovering why the child became involved
- Establishing the wrong-doing and the need to change
- Informing parents/carers to help change the attitude of the child

The following sanctions can be applied (in line with the school behaviour policy)

- Warnings to cease offending
- Grey cloud
- Black cloud
- Individual behaviour plan
- Fixed term exclusion
- Permanent exclusion

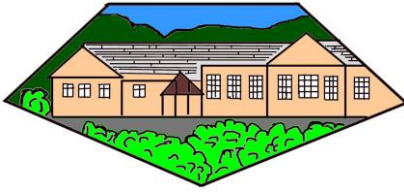
Diggle School promotes the use of non-punitive intervention as a **first step** in reaction to bullying disclosures. Our first concern is the safety and well being of the victim not the punishment of the bully. We acknowledge that sanctions and interventions are necessary but that the ultimate aim is to stop the bullying and prevent further abuse. The sanctions applied will reflect the seriousness of the incident.

Mediation will be used for both the victim and perpetrator. The aim is to establish ground rules that will enable the children to co-exist at the school.

## Procedure for investigating allegations

- Initial meeting with alleged victim and parents
- Alleged victim and perpetrator interviewed separately and, if appropriate, interviewed together
- If allegation is proven then responses, as previously outlined, will be taken





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- Parents kept informed at all times

## Follow up procedure

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. This monitoring will involve discussion with both child and parents by the member of staff who recorded the original incident.

## Bullying related to Special Educational Needs and Disability

We recognise that children with Special Educational Needs or disabilities do not always have the same levels of social confidence and competence and the robust friendship bonds that can protect against bullying. We value the home-school partnership in identifying and disclosing where bullying is believed to be taking place.

Where children with Special Educational Needs or disabilities are themselves found to be bullying we expect the same standards as apply to the rest of the school community but will make reasonable adjustments to ensure these standards can be attained.

## Cyber-bullying

Please see appendix A

## Monitoring

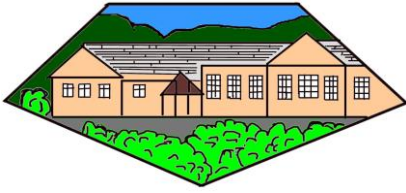
This policy will be reviewed every 3 years. The number of incidents will be reported at each full Governing Body.

## Key references and contacts

*Safe to Learn: embedding anti-bullying work in schools*, 2007, Department of Children, Schools and Families (DCSF)

[www.direct.gov.uk/en/YoungPeople/HealthAndRelationships/Bullying](http://www.direct.gov.uk/en/YoungPeople/HealthAndRelationships/Bullying)





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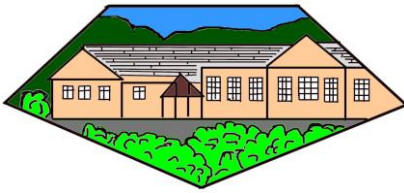
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

*Are you talking to me?* 2006, Anti-bullying alliance

*Making schools safer using effective anti-bullying strategies*, Spotlight Briefing, Nov 2004, National Children's Bureau





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## Appendix A

### Anti-cyber bullying policy

The Children's and Young People Plan aims to ensure that children are safe and feel safe from bullying, harassment and discrimination under the ***Stay Safe: Every Child Matters Agenda***. Diggle School is committed to teaching children the knowledge and skills to be able to use ICT effectively, safely and responsibly.

#### Aims of Policy:

- To ensure that pupils, staff and parents understand what cyber bullying is and how it can be combated.
- To ensure that practices and procedures are agreed to prevent incidents of cyber bullying.
- To ensure that reported incidents of cyber bullying are dealt with effectively and quickly.

#### Understanding Cyber bullying:

Cyber bullying is the use of ICT to abuse another person. As the availability and impact of technology becomes increasingly widespread and the ages at which access to such technology are lowered year on year it is important that all staff are aware of the potential for bullying through the use of social networking (e.g. Twitter, Facebook), mobile devices (including internet enabled handheld devices such as mobile phones, games consoles, iPads etc.) and self-generated images of young children or young people (known as 'sexting').

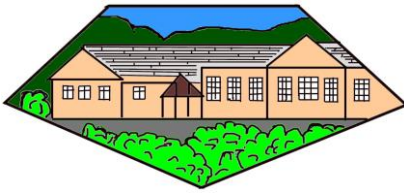
It can take place anywhere and involve many people; anybody can be targeted including pupils and school staff.

Cyber bullying can include threats, intimidation, harassment, cyber-stalking, vilification, defamation, exclusion, peer rejection, impersonation, unauthorized publication of private information or images etc.

#### Procedures to Prevent Cyber bullying:

- Staff, pupils, parents and governors to be made aware of issues surrounding cyber bullying through training.
- Pupils and parents will be urged to report all incidents of cyber bullying to the school.
- Staff CPD will assist in learning about current technologies
- Pupils will be involved in developing and communicating this policy.





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- Pupils will learn about cyber bullying through PSHE, assemblies, E-safety, ICT Curriculum (Year 2 and 3 discrete objectives)
- Parents of Key Stage 2 children will be provided with information and advice on how to combat cyber bullying in a talk at welcome evening.
- All reports of cyber bullying will be investigated, recorded, stored in the Head teacher's office and monitored regularly in line with the Anti-Bullying Policy.
- The Local Authority can provide support and assistance in dealing with incidents of cyber bullying and can be contacted by staff and parents.

The police will be contacted in cases of actual or suspected illegal content.

Useful websites:

[www.kidsmart.org.uk/beingsmart](http://www.kidsmart.org.uk/beingsmart)

[www.respectme.org.uk/cyberbullying](http://www.respectme.org.uk/cyberbullying)

[www.ant-bullyingalliance.org](http://www.ant-bullyingalliance.org)

[www.antibullying.net](http://www.antibullying.net)

[www.chatdanger.com](http://www.chatdanger.com)

[www.childline.org.uk](http://www.childline.org.uk)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.childnet.int.org](http://www.childnet.int.org)

[www.bbc.co.uk/schools/bullying](http://www.bbc.co.uk/schools/bullying)

[www.ceop.gov.uk](http://www.ceop.gov.uk)

[www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying)

