



Ulverley School

Inspiration. Achievement. Community.

Anti-Bullying Policy

Approved by the Governing

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This policy is based on DfE guidance [“Preventing and Tackling Bullying; Advice for headteachers, staff and governing bodies”](#), July 2017 and [‘Keeping children safe in education 2022’](#).

At Ulverley School this policy works alongside:

- [Safeguarding and Child Protection Policy](#)
- [Child on Child Abuse Policy](#)
- [Behaviour and SEMH Policy](#)
- [ICT Acceptable Use Policy](#)

At Ulverley School we respect the rights of the children and adults in our school family, community and beyond and aim for each school policy to adhere to articles from the UN’s Convention on the Rights of the Child.

In this policy, we are working towards the following articles:

Article 3 - The best interests of the child must be a top priority in all things that affect them

Article 6 – Every child has the right to survive and achieve their full potential

Article 12 - We aim for all members of the school community to treat each other with respect

Articles 19, 32, 33, 34, 37 and 39 – Children have the right to be protected from being hurt or mistreated

Rationale

At Ulverley we are dedicated to promoting a safe and secure environment where children feel happy and ready to learn. We promote positive behaviour from all children and adults working at Ulverley in line with Ulverley’s Teamship Rules and reward these accordingly.

Teamship Rules

- Right place, right time, right kit, right mind
- Do your best
- Only do what is beneficial
- Be purposeful
- Tell everyone what they need to know when they need to know
- Believe in yourself and others

- Be kind and respectful, showing support and appreciation
- Be willing to compromise
- Be positive, resilient and move forward
- Be a good role model

Positive mental health and emotional wellbeing are a priority across our school. The Advisory Board, Staff and School Council (pupils) have, as a result, signed up to the [Anti-Bullying Charter](#) to signal their determination that bullying is dealt with quickly when and if it occurs and to ensure that processes are in place to minimise bullying and to maximise co-operation, understanding, tolerance and patience in our school community.

The aim of the anti-bullying policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied. Ulverley School has a zero tolerance attitude to bullying. With reference to the Equality Act 2010, Ulverley School is committed to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, young carers, looked after children, appearance targeted, sexist and sexual bullying.

Definition

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. (Anti-bullying Alliance, 2022)

The main types of bullying are:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending

- nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Children must be encouraged to report bullying in school to a staff member.

This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it.

Why it is important to respond to bullying

Bullying hurts; no one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving. Bullying can cause stress and can affect a child's health.

Schools and parents have a responsibility to respond promptly and effectively to issues of bullying.

Aims

This policy aims to:

- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- Ensure that all staff, pupils and parents have an understanding of what bullying is.
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- Show commitment to overcoming bullying by practising zero tolerance.
- Identify and deal with incidents of bullying consistently and effectively.

Signs and symptoms

A child may indicate signs or behaviour that s/he is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- Is frightened of walking to and/or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering

- Attempts or threatens self-harm
- Cries themselves to sleep at night or had nightmares/bedwetting
- Regularly feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go 'missing'
- Has unexplained cuts or bruises
- Becomes unreasonable when dealing with school issues
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

(NB this list is not exhaustive)

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Prevention

To fulfil our aims, the following strategies are used:

- A clear behaviour policy which rewards positive behaviour and encourages kindness and respect. Clear consequences for children who are not making the right choices.
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained.
- Involvement of all school staff to ensure a consistent approach is applied.
- Raising awareness of bullying.
- Buddy systems for identified pupils.
- Restorative conversations between pupils when conflict arises. These conversations should help all children to understand how their actions affect others.

Procedures

It is recognised that incidents of bullying occur in all schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with lies jointly with the class teacher and a designated safeguarding lead.

The member of staff to whom an incident is reported is responsible for recording

details on MyConcern, and the class teacher, along with the DSL, will be responsible for overseeing, and dealing appropriately with incidents. In extreme circumstances, the DHT and/or HT may need to be involved. The DHT and HT will be responsible for embedding anti-bullying awareness in the policies and practices of the school.

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- The staff member must begin to investigate alleged bullying by consulting the victim and other children who may have witnessed the bullying.
- If it is felt that an incident of bullying has taken place, then it will be taken seriously and investigated further. A member of staff wishing to report an incident of bullying should log it on MyConcern and the DSL who, along with the staff member, will reach an agreement as to whether this incident constitutes bullying or should be addressed as an incident of poor behaviour.
- If deemed to be bullying, the DSL will speak to the pupils involved and proceed accordingly logging events on MyConcern until the situation has been fully resolved.
- In some cases parents will need to be informed, and the DSL may need to invite one or more parties to meet to discuss the situation.
- Sanctions will be used as appropriate and in consultation with all parties involved.

A 'first offence' of e.g. name calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined. The pupil should be told that any further occurrences may be logged against them as a bullying incident.

Support for the:

Victim

Support for the victim is essential both immediately following the incident and during an agreed period of review. Support from peers, staff, parents and outside agencies may all be essential to ensure that the victim does not suffer any long-term effects.

After a period of time staff will meet with the victim to reassess the situation and

the relationship of those involved.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Reassuring the pupil.
- Offering continuous support.
- Restoring self-esteem and confidence.
- The establishment of mentoring or use of a buddy system
- Involvement of other agencies and services such as an Educational

Psychologist and/or the Behaviour Support Team

Perpetrator(s)

It is recognised that support must be given to the perpetrator/s. Disciplinary procedures are intended to change or modify behaviour rather than label anyone as a bully, and may include:

- Positive behaviour strategies
- Withdrawal of/from activities
- The establishment of mentoring or use of a buddy system
- Discussion about the effects of bullying
- Involvement of other agencies and services such as an Educational Psychologist and/or the Behaviour Support Team

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Parents

It can be difficult for parents to find out that their child is being bullied, or has been engaging in bullying behaviour. The [Anti-Bullying Alliance](#) provides useful guidance for parents in taking action and having important conversations with children. Further advice is available from the DfE on Cyberbullying '[Advice for parents and carers on cyberbullying](#)'.

Staff Responsibilities

All staff will be given regular updates around current thinking with regard to anti-bullying and if required, support will be given to implement this policy.

Through discrete PSHE lessons staff will actively promote Anti-Bullying, this will be further reinforced with Curriculum Enrichment Days on Anti-Bullying in the Autumn term in line with national Anti-Bullying Week

Staff will be offered training and support on tackling bullying when necessary.

Monitoring, Evaluation and Review

The school will review this policy annually, and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy;
- Governors, the Headteacher, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly;
- The Senior Management Team to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably;
- Staff to support and uphold the policy;
- Parents/carers to support their children and work in partnership with the school;
- Children to adhere to the policy.

Appendix 1

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014:
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health":
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk

- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational