St. Paul's C of E (Aided) Primary School

Anti-Bullying Policy

Policy date: September 2016   Review date: September 2018

(version 24.11.16)

The Surrey model policy has been referred to during the writing of this policy, as well as the following:
- *Anti-bullying 'Menu of Support' for Surrey Schools*
- *Surrey Guidance on Anti-Bullying*

Introduction

At St Paul's Church of England Primary School, in line with 'Every Child Matters', we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe.

Policy Development

This policy was formulated in consultation with the whole school community.
This includes staff, governors, parent/ carers and children. It also includes children and staff linked with the Breakfast club and independent After School Club.

Pupils contributed to the development of the policy through the school council and circle time discussions in all classes. From these discussions a pupil friendly version of the policy will be written.

Parents/Carers will be encouraged to contribute by: taking part in written consultations through the draft policy being available on the school web site, A parent focus group will be invited to produce a shorter parent's guide.

Roles and Responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinator in our school is: The headteacher Mr R Catchpole.

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is: TBC

Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.
  Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt, humiliate or intimidate

- There is a power imbalance that makes it hard for the victim to defend themselves.

- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:
- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:
- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:
- young people
- young people and staff
- between staff
- individuals or groups

Reporting and Responding to Bullying

Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Children and young people in school- children will be supported to understand that is important to tell an adult if they feel bullied or believe that another child is being bullied. They should tell their teacher and their teacher will initially investigate and refer to the headteacher if bullying is suspected.
- Parents/carers should inform the school if they are concerned that their child is being bullied or might be being bullied. They should either approach the classteacher or headteacher in person, ring the school to speak to the headteacher.or write of their concerns.
- All staff and visitors should report any cases of harassment or bullying by another member of staff, by a parent/ carer or by a visitor. This should be reported to the headteacher or to the Chair of Governors, if the headteacher does not respond or is involved in the incident.

Procedures

All reported incidents will be taken seriously and investigated involving all parties.
The incident will be dealt with in the following manner.

- Interviewing all parties concerned to ascertain the facts. Initially this should be done individually in order that children do not feel intimidated by others.
- Informing parents if bullying has occurred.
- The school will have a range of responses appropriate to the situation. These will include:

- o Solution focused, (the children involved work with an adult to ensure that the situation does no occur again and strategies to prevent this)
  - o A restorative approach, (a practice which brings together the victims and the perpetrators of conflict in order to find an agreed resolution, with perpetrators being confronted with the impact of their actions in the presence of their parents/ carers.)
  - o Circle of friends (other children supporting the victim)
  - o Individual work with victim, and perpetrator
  - o Referral to outside agencies if appropriate.
- Our Behaviour policy outlines sanctions and how these may be applied including what actions may be taken if bullying persists. This can include children losing playtime with work set linked to the offence and contact with parents. In extreme and persistent bullying, the exclusion process will be used.
- Follow up especially keeping in touch with the person who reported the situation and parents/carers
- Support for the victim and the bully.

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator.

The headteacher has a behaviour incident book where all incidents or disputes between pupils are recorded. If bullying is reported or suspected these informal notes can provide information concerning other incidents and patterns of behaviour. The school has a set proforma for bullying incidents and informal notes from the behaviour incident book can be transferred to this.
The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated bi-annually. The policy review will work towards a more inclusive ethos across the school community.

Strategies for Preventing Bullying

As part of our on going commitment to the safety and welfare of our pupils we at St Paul's Church of England Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Involvement in SEAL including Anti-bullying Unit. (This is a scheme of work used by all year groups in the school.)
- Involvement in Healthy Schools
- Anti-Bullying week / Friendship week annually in November.
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety; children in KS1 and KS2 have units linked to this each year.
- Student voice, through Circle Time in each class, the School Council.
- Playground Buddying

- Parent information events/information; for example Internet Safety evening.
- Staff training and development for all staff
- Restorative Justice
- Counselling and/or Mediation schemes; for example Home School Link Worker.
- Low level incidents in playground recorded in class books by all staff to check no pattern of unkindness or bullying. Teachers review weekly and headteacher half termly.
- Teachers record any conversations with parents or other adults where there are concerns about friendships and potential or actual bullying and inform the headteacher.

Links with other policies

Behaviour Policy
Safeguarding Policy
E-Safety Policy / Acceptable Use Agreement
Equalities Policy - Race, SEN and Disability
PSHE and Citizenship Policy
Confidentiality Policy

References Documents and Related Policy/Guidance

National Documents

- Safe to Learn- DCSF/DfE Guidelines
    - Embedding anti-bullying work in schools – DCSF-00656-2007
    - Homophobic bullying – DCSF – 00668-2007
    - Cyberbullying – DCSF – 00658-2007
    - Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

www.teachernet.gov.uk/publications
- Cyberbullying - supporting school staff
- Cyberbullying - A whole – school community issue-

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