

All Saints' and St Richard's Church of England Primary School



Anti-Bullying Policy

Implemented	November 2017
Reviewed	Annual
Review Date	October 2018

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1. Introduction:

This policy is reviewed annually ahead of Anti-Bullying week which takes place in November each year. It sets out the schools approach to both preventing bullying and dealing with any incidents of bullying that may occur. This document is based on the advice provided to schools in Preventing and Tackling Bullying from the Department for Education (see Annex 1).

Parent views have been sought through a leaflet outlining the key points of the Anti-Bullying Policy along with a questionnaire to get their feedback and comments on the draft policy. The policy has been amended in light of this feedback. A copy of the leaflet is given in Appendix 5.

2. Statutory Duties:

Behaviour Policy:

The Education Act 2006 sets out schools' obligations in relation to preventing bullying. It states that all schools must have a Behaviour Policy which is shared with all pupils, staff and parents.

For this reason the Anti-Bullying Policy should be read in conjunction with our Behaviour Policy. The Behaviour Policy is shared with all staff through policy development, training and for new staff the schools' induction processes. The Behaviour Policy is shared with all parents in a leaflet summarising the key points of the policy and if they wish they can request a full copy of the policy from the school office.

Bullying Outside School Premises:

The Education Act 2006 also gives headteacher's the ability to ensure pupils behave when not on the school premises or under the lawful control of school staff.

The headteacher has a specific statutory duty to discipline poor behaviour outside the school premises. This includes investigating bullying incidents occurring anywhere off the school premises e.g. in the village or town centre.

If bullying off the school premises is reported to school staff they will investigate what has happened and take action in line with the Anti-Bullying and Behaviour Policies. The headteacher will also consider whether it is appropriate to notify the police.

Equality Act 2010:

The Equality Act 2010 sets out the school's duty to:

1. Eliminate unlawful discrimination, harassment and victimisation.
2. Advance equality of opportunity.
3. Foster good relationships between people who share a protected characteristic and people who do not.

Schools must comply with this duty.

Criminal Law:

Bullying is not a specific criminal offence, but some bullying behaviours could be a criminal offence. These include harassing or threatening behaviour and communications. Therefore the school has a duty to seek advice from the police e.g. police liaison officer if they believe any bullying behaviours could be a criminal offence.

3. What is Bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (Anti-Bullying Alliance).

Bullying can take many forms and it is often motivated by prejudice or actual or perceived differences between children such as:

- Race
- National or ethnic origin
- Sexual orientation
- Disability
- Colour
- Gender
- Gender Identity
- Religious belief

Acts of bullying may include:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Verbal name-calling, sarcasm, spreading rumours, teasing

In dealing with bullying it is important to deal with physical bullying such as violence immediately to ensure the safety of all pupils, however, it should be remembered that emotional bullying can be harder to identify and more damaging long-term.

Cyber-Bullying:

Cyber- bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience as people forward on content at a click.

Cyber-bullying has been defined as “the use of information and communication technologies to support deliberate, repeated and hostile behaviours by an individual or group that is intended to harm others. Cyber-bullying includes the use of the internet, chat rooms, social networking sites and mobile phones for example to send or post text or images intended to hurt or embarrass another person.

Cyber-bullying can be as simple as continuing to send e-mail to someone who has said they want no further contact with the sender, but it may also include threats, sexual remarks, ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact aimed at humiliation.

Some cyber-bullies may also send threatening and harassing emails and instant messages to the victims, while others post rumors or gossip and instigate others to dislike and gang up on the target.

3. Preventing Bullying:

It is important to have systems in place to deal with incidents and concerns about bullying, however, it is just as important to have systems in place to try and prevent bullying from happening in the first place. The following systems are in place to try and prevent bullying at ASSR.

Friendship Bench:

In the playground there is a Friendship Bench where children can sit if they do not have anyone to play with. The Friend of the Day in each class can then help and support anyone on the Friendship Bench. Play Leaders and MDSA's will also support any children on the Friendship Bench.

Play Leaders:

During the summer term the Year 5 children are trained to be Play Leaders when they are in Year 6. Each lunchtime there is an area of the playground where the Play Leaders organise games that any children can join in and play supported by the Play Leaders.

Buddies:

The Reception and Year 1 children have Year 6 Buddies who support them on the playground. This ensures that the older children understand their role in supporting and nurturing the younger children and that the younger children understand that the older children are there to support and help them not to be frightened of.

All Saints' and St Richard's Church of England Primary School

Nurture:

Social and Emotional Aspects of Learning are delivered as part of the whole school PSHE curriculum and includes such things as Getting Along and Falling Out, New Beginnings, Good to be Me, Changes, Going for Goals and Saying No to Bullying. To support children who may be finding any aspects of this difficult additional support can be provided through the small group materials.

Thrive:

The school embraces the thrive ftc approach to supporting children with emotional difficulties. Emotional difficulties can occur for a number of reasons and this approach supports children with a whole range of emotional needs. However the approach can be used to support children with emotional needs as the result of being bullied or exhibiting bullying behaviour.

Children are screened through our whole class screening which identifies children and having a high level of need. These children are supported through an individual action plan created in partnership with parents and carers.

The school has two trained thrive practitioners who can then deliver activities to support the identified areas of need from the assessment and action plan.

4. Raising Concerns about Bullying / Reporting an Incident:

It is important to remember that bullying can only happen in an atmosphere where children are too scared to tell what is happening to them so it is essential that children and parents can share their concerns. This can be done in a number of ways:

Reflection Box:

Each teacher makes provision for a Reflection Box in their classroom so that children can leave a note saying anything that they are feeling sad about or need some help with. The reflection Box can be used for sharing any friendship difficulties or problems, or for someone to leave a note saying they are worried about a friend. However the Reflection Box can also be used to celebrate things that have gone well or any particular successes the children have had.

For children in Key Stage 1 who may find it difficult to write down what they would like to share they can simply put their name or photo in the box and then the teacher will know they want to speak to them and make time to do this. This system can continue to be used for any children with specific difficulties that may make it hard for them to record their reflection in writing.

All Saints' and St Richard's Church of England Primary School

There is also a general reflection Box as part of the display in the school entrance if a child would prefer to leave one more anonymously or they would rather another adult than the class teacher help with the problem or share in the success. The headteacher will be responsible for checking the Reflection Box on the display in the school entrance.

Feelings Wall:

In each classroom there is also a display on which children can show how they are feeling. This will look different in each classroom as it needs to be age appropriate e.g. the feelings on the Reception wall will be different to those in Year 6. The children can record their name/photo on the feelings wall to let the class teacher know how they are feeling and the class teacher can be made immediately aware of any potential difficulties that may need to be dealt with.

Talk to an Adult:

Adults:

A parent may well report a possible bullying concern or issue to a member of staff, this may or may not be the class teacher. The member of staff should record the information that has been given and inform the parent that this concern will be passed onto the headteacher for a full investigation. This should be recorded on Appendix 1. The parent will be invited in for a full meeting once further investigation has been undertaken and more information is available.

Children:

All staff need to be aware that a child may talk to any adult in school about a concern they may have, including bullying issues. If a child approaches you about a possible bullying problem or incident it is really important that you listen carefully and try not to ask leading questions. If you are unsure about anything the child has had, encourage them to 'Tell me more about that' or 'Is there anything else you can tell me?'.

If a child is making a disclosure about a possible bullying incident or problem then it is important that this information is recorded so that further investigation can take place or patterns of behaviour can be identified. If a child is reporting a bullying incident concern then the adult needs to record this on Appendix 2 and then pass the form onto the headteacher for further investigation.

E-mail:

Parents may choose to e-mail the office with a concern they have about bullying. Often children will tell their parents what is happening, but ask their parents not to tell for fear that the problem will get worse. Parents may find that e-mail is the best way to contact the school about the problem because their child won't know they have reported the incident and can tell the school without causing further distress to their child. This e-mail should be attached to appendix and passed to the headteacher for further investigation.

5. Observed Incident Within School:

If any member of staff witnesses a bullying incident or bullying behaviours they must complete an incident /concern log (Appendix 1) so that a full investigation can be carried out. The form should be passed to the class teacher or headteacher to carry out an investigation.

Investigating Bullying Concerns / Incidents:

Once a concern has been raised or an incident reported the class teacher or headteacher will start an investigation into what has happened. This will have several stages as outlined below.

Bullying Incident / Concern Form:

An example of this is given in Appendix 1. This form is completed to get as much information as possible about what has happened or been happening. Whilst this is happening it may be important to ask staff supervising play and lunchtime to be vigilant so that further incidents can be prevented or further evidence gathered. Once this has been completed then the investigation will move to the next stage.

Pupil Interviews:

The child being bullied (victim) will be spoken to about what has been happening and their views sought on how they have been made to feel and what actions they feel would best support them in preventing this from happening in the future.

It is also important to the child(ren) who have been accused of bullying to hear their side of what has been happening and to try and gain an understanding of their actions to prevent it from happening in the future.

Any pupil interview conducted should be recorded on Appendix 2 and kept as evidence of the investigation.

Parent Views:

Once the pupils' views have been sought and recorded and this evidence has been added to the initial concern and incident it is time to meet with the parents of the victim to discuss the findings of the investigation. At the meeting a way forward should be agreed, including any support for the victim, reparative techniques to prevent it happening in the future and a date to review the situation so that all parties to know the situation is being monitored. A summary of this meeting must be recorded on Appendix 3 and a record kept for the school and a copy sent to parents. If possible complete the form at the meeting so a copy can be given to the parent before they leave and is checked as a fair record of the meeting at the time. A review date should be set.

Review Meeting:

At the review meeting another Parent Meeting Summary (Appendix 3) should be completed. This should include if there have been any further incidents if the situation has improved and any further assistance the victim may need moving forward.

6. Dealing with Incidents of Bullying:

Behaviour Policy:

Any one-off behaviours that may well contribute to bullying will be dealt with as they occur in line with the Behaviour Policy. Any child found to have been bullying another child will face consequences and their parents will be informed of their behaviour. The consequences will depend on the severity of the bullying and how long it has been going on.

To prevent the situation from happening again the child's behaviour will be monitored carefully and reparative strategies will be put in place so that the victim feels like they have been heard and feels safe, but so that the bully learns from their behaviour and does not return to bullying behaviours again.

Reparative Strategies:

If the bully is just punished for their behaviour then they are likely to feel resentment towards the victim and will not have learnt the skills to prevent them from bullying in the future. For this reason it is important that as well as consequences reparative strategies are put in place so that the bully learns how to change their behaviour. The following strategies are available in school to support both bully and victim.

All Saints' and St Richard's Church of England Primary School

Build a Bridge:

When a child has been bullied the bully has to regain the trust of the victim, staff and other children in the school. The victim needs to know that the bully has changed their behaviour for a prolonged period of time. The bully and victim both report to the class teacher or headteacher at the end of the lunchtime. Both children explain how lunchtime has gone and any difficulties or successes they have had. If the playtime has been good then a plank of the bridge is coloured in. Day by day the bridge is built and hopefully the trust is rebuilt at the same time. Any incidents can also be dealt with immediately with any consequences explained and given. Any further support can also be identified.

Lunchtime Report Card:

The bully is put onto a report card that is filled in daily at the end of lunchtime. At the end of lunchtime the MDSA's fill in the report card scoring it depending on the behaviour of the bully. Any comments relating to particular problems or successes can also be recorded. The card is then sent home for their parents to see sign and make a comment on. This enables home and school to work together to improve their behaviour on the playground (see Appendix 4).

7. Monitoring Bullying Within School:

Bullying File:

The number of bullying incidents will be monitored using the Bullying Log where all the paper work linked to the investigation of bullying incidents will be logged. This will allow the school to know the number of bullying incidents that occurring in school and to see if the number of incidents is increasing or decreasing and to amend policies in light of this information.

Behaviour Log:

All serious incidents of misbehaviour are logged in line with the school Behaviour Policy. These can be monitored to see if there are any patterns in behaviour that need further investigation

Sickness at Lunchtime:

Any child who is repeatedly ill at lunchtime may need to be carefully monitored as this may be a sign that a child is experiencing difficulties on the playground.

Friendship Bench:

This is a good strategy to prevent bullying happening on the playground, however if a child is repeatedly having to use this may need further investigation to ensure that the child is happy and safe and not experiencing friendship difficulties that could make them vulnerable to bullying.

APPENDIX 1:

BULLYING INCIDENT / CONCERN FORM

Pupil Name	Year Group
Name of person completing this form (please print)	
Incident / Concern:	
Any other relevant information:	
Reporting Staff Signature:	Date:

**APPENDIX 2:
BULLYING CONCERN / INCIDENT PUPIL INTERVIEW**

<i>Pupil Name</i>	<i>Year Group</i>	<i>Date</i>
<i>Name of person completing this form (please print)</i>		
<i>Can you tell me about what has been happening?</i>		
<i>How is this making you feel?</i>		
<i>What do you think would help to make this better?</i>		
<i>Is there anything you would like us to do to help you?</i>		
<i>Reporting Staff Signature:</i>	<i>Date:</i>	

APPENDIX 3:

BULLYING CONCERN INCIDENT PARENT MEETING SUMMARY

<i>Pupil Name</i>	<i>Year Group</i>	<i>Date</i>
<i>Present at Meeting:</i>		
<i>Key Points from Investigation:</i>		
<i>Agreed Strategies for Moving Forward:</i>		
<i>Date of Review Meeting:</i>		
<i>Staff Signature:</i>	<i>Date:</i>	



APPENDIX 4: Lunchtime Report Card

1. To treat other people with respect, be helpful, honest and polite.
2. Behave in a way that keeps me and the rest of the school safe.
3. Look after the School's resources.
4. Play nicely without hurting others or stopping them from being able to play.
5. Try my best in all that I do.

	Monday	Tuesday	Wednesday	Thursday	Friday
Score					
Comment					

What Mummy and Daddy have to say:

Points:

Grade	Description
5	Excellent Lunchtime No incidents behaved and played well
4	Good Lunchtime Think time needed, but turned behaviour around
3	OK Lunchtime Sad Face – otherwise OK
2	Poor Lunchtime Time-out given due to poor behaviour
1	Unsatisfactory Lunchtime 15 minute Time-out due to serious incident