



Anti-Bullying Policy 2019

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<p>SIGNED HEAD TEACHER</p>		<p>DATE</p>	<p>October 31st 2019</p>
<p>SIGNED CHAIR OF GOVERNORS</p>		<p>DATE</p>	<p>October 31st 2019</p>



This policy is written with reference to Preventing and Tackling Bullying, DfE 2011 This Policy is linked to the Behaviour Policy and Equality Policy.

At St Stephen's, bullying of any kind is unacceptable. Our anti-bullying policy ensures that all our children can learn in a supportive, caring and safe environment without fear of being bullied. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

Aims

- To promote the well-being of all pupils.
- To prevent and eradicate all forms of bullying.
- To recognise that it is everyone's responsibility to prevent bullying from occurring.
- To offer an environment free from all forms of abuse.
- To have a consistent approach for dealing with incidents of bullying.
- To promote a whole school approach, where signals and signs are identified and swift and effective action is taken.
- To ensure that all pupils and staff and parents are aware of this policy and their obligations.

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. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (DFE 2017)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against



Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying can also take place through third person involvement i.e. another person being encouraged to take part in any of the behaviours above. All staff should also be aware of the possibility of a member of staff bullying a child. Should anyone suspect that this is taking place this should be reported immediately to the Head teacher or Deputy Headteacher . This also includes any incidents of adult bullying by staff or parents. If the Head teacher is suspected of bullying, the matter should be reported to the Chair of the Governing Body.

What Bullying is not

It is important to understand that bullying is not falling out with friends on the odd occasion. Children are naturally sociable; it is vital for them to select and build friendships. The forming of and breakdown of friendships is an important part of growing up. When children 'fall out', they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If as adults we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills. Occasionally, situations go beyond broken friendships or minor differences and on these occasions, adult intervention is necessary. **Bullying is defined as Several Times On Purpose. (STOP)**



Prevention

St Stephen's believes that our response to bullying should not start at the point at which a child has been bullied. Our ultimate goal is to educate our children and create a caring, co-operative ethos, free from bullying. We promote an anti-bullying ethos through:

- high-quality PSHCE and RE sessions
- our school values of friendship, thankfulness, kindness, forgiveness, respect (for the environment), service and peace
- whole-school assemblies
- write and sign class contracts at the start of each year
- use role play to develop feelings of empathy
- use of high-quality texts around issues of bullying and diversity

The school has a range of strategies in place to help children work and behave cooperatively, in order to minimise the possibility of bullying taking place.

1. We take part in the National Anti-Bullying week in November each year, involving all children in discussions about acceptable behaviours and ensuring all children know what procedures should be followed.
2. We have appointed Anti-Bullying Ambassadors, trained as part of the Anti-Bullying Ambassadors Programme (The Diana Award Anti-Bullying Campaign). The programme aims to empower students and staff, engaging them to change the attitudes, behaviours, and culture of bullying, by building skills and confidence to address different situations, both online and offline.
3. We also take part in E-safety week each year to promote the safe and positive use of ICT. Both children and parents are made aware of how to use the internet safely and the possibilities of cyber bullying.
4. We have regular school assemblies focussed around PSHE themes of bullying, friendship and expected behaviour.
5. St Stephen's has a clear Behaviour policy that rewards positive behaviour.
6. The school takes a pro-active stance towards challenging behaviour at lunchtime. Staff and children share strategies for resolving conflict to support and scaffold problem solving at playtime. We have equipment, play frames and activities available to ensure all children are positively engaged and active at lunchtimes to avoid unwanted behaviour.
7. Lunch time club runs for KS1 & 2 children who wish to have a quiet space to be at lunch.
8. Above all children are encouraged to recognise STOP – Bullying is **Several Times On Purpose** and if they feel they are being bullied or if someone they know is being bullied **STOP** again and '**Start Telling Other People**'.
9. Parents are encouraged to talk to staff about any concerns in behaviour they may have.



Signs and Symptoms

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

- changes their usual routine
- feels ill in the morning
- is continually sat by themselves or left out of games
- is unwilling to go to school
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received
- becomes withdrawn, anxious, or lacking in confidence
- begins to underachieve in school work
- develops a stammer
- stops eating
- becomes aggressive, disruptive or unreasonable
- is frightened to say what is wrong
- has possessions which are damaged or "go missing"
- comes home with clothes torn or books damaged
- has unexplained cuts or bruises
- cries themselves to sleep at night or has nightmares
- begins to bully other children or siblings
- gives improbable excuses for any of the above
- attempts or threatens suicide or runs away

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

Action against bullying

For the child who has been bullied:

- Children need to understand the outcome of 'telling' about bullying and what will happen to the bully and for them. They need to feel secure that their feelings will be respected and that the bullying should come to an end. Staff will make sure that the child who has been bullied feels safe and secure by responding in a calm, sensitive and reassuring manner.
- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'
- The victim will be consulted about how to rebuild relationships with the person who has bullied them if this is something that they want to do.
- Referral to a counsellor may be considered appropriate.
- Following investigations, staff will periodically 'check in' with children that have been the victim of bullying to ensure that the child feels happy and secure at school.



For the child who has been bullying:

- Behaviour is logged in CPOMS
- The child should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence
- The child is helped to reflect upon their actions and to empathise with how the bullied child may feel.
- Children that have bullied are supported to modify their behaviour. This may be through structured lunchtimes including pastoral support (by the peer mentor coordinator) and involvement of parents to reinforce the unacceptable nature of bullying.
- Other consequences may take place such as loss of golden time or other 'privileges' in school.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

For parents:

- Parents / carers of both the child who has been bullied and the child who has been bullied will be kept informed throughout the process.
- Close contact will be maintained with the child's parents or carers to ensure that he/she adjusts positively back to school life as quickly as possible.
- Parent views will always be considered but the school will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

Reconciliation

- If appropriate, the child who has bullied will be asked at a suitable point to apologise, in writing or in person.
- Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified.

Procedures – Reporting Children

1. Children are encouraged to '**S**tart **T**elling **O**ther **P**eople' (**STOP**)
2. They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family. They have completed 'helping hands' in class, where they list 10 trusted adults.
3. If the child is finding it difficult to vocalise their concern they may post a message in the Worry box in their classroom to voice any concerns. They may request to talk to someone. The boxes will be checked every week by the class teacher who will follow up.
4. Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying to an adult.



Staff

1. All incidents of suspected bullying will be dealt with by the member of staff it is reported to, usually the class teacher. Teaching Assistants should report to a class teacher if they have any concerns about potential bullying.
2. Those on duty at lunchtime report to the teacher, Head teacher or Deputy Headteacher if there are any concerns relating to a child's behaviour. All staff are responsible for the health and well-being of the children and have a duty to respond seriously to any claim of bullying.

Parents

1. Parents are encouraged to share any concerns with their child's class teacher.
2. In serious cases parents will be informed and will be asked to come in for a meeting to discuss the issue.

Procedures – Recording

All staff will respond calmly and consistently to all allegations and incidents of bullying at St Stephen's. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard; Staff will protect and support everyone involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for responding to bullying allegations or incidents:

1. The incidents are fully investigated by the class teacher – discussions are had with all children. Evidence is collected.
2. Incidents are recorded on CPOMS.
3. The Head teacher is then informed about the incident and will be alerted on CPOMS so any further action can be recorded. .
4. The teacher shares the concern with the parents/carers of the child who has been bullied and the child who has bullied to ensure all parties are informed.
5. Action to be taken is agreed between the teacher and child and parent/carer are informed.
6. The class teacher has responsibility to monitor behaviour regularly and meets with Phase lead to check for patterns of behaviour.
7. Follow up meetings may be necessary to review the situation and one of the Phase Leaders or Deputy Headteacher may be asked to attend.

The phase leader and class teacher is responsible for monitoring bullying in the class or phase. The HT is responsible for monitoring CPOMS for issues related to Bullying and will liaise with class teachers and other staff to ensure that incidents of bullying are not missed.

Periodic analysis of CPOMS i.e. numbers of incidents, numbers of children involved; analysis of sanctions etc. will help staff to measure the success of our policies. All sanctions are related and consistent with the Behaviour Policy.



Help available

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

- Act Against Bullying www.actagainstbullying.org
- Advisory Centre for Education (ACE) www.ace-ed.org.uk
- Childline www.childline.org.uk Anti-Bullying Alliance (ABA) www.antibullyingalliance.org.uk
- Anti-bullying Network www.antibullying.net
- Bully Free Zone www.bullyfreezone.co.uk
- Bullying UK www.bullying.co.uk
- Bullying Online www.bullying.co.uk Kidscape www.kidscape.org.uk
- NSPCC www.nspcc.org.uk
- Parentline Plus www.parentlineplus.org.uk