

St. Peter's C.E. Primary School



Anti-Bullying

Written by:
Approved by Governors:
Review Date:

Ste Foster
Autumn 2016
Autumn 2018

St.Peter's C.E. Primary School

Anti-Bullying Policy

Introduction

Worship is a central feature of our daily life.

We have high expectations of all.

*'The child grew and became strong in body, mind and spirit.'
(Luke 2. v40)*

Our mission is:

- **For our children to become independent and active participants in their own learning.**
- **To provide a safe, stimulating and happy place for both children and staff.**
- **To provide a broad and meaningful curriculum that challenges all to achieve their potential.**
- **To create a Christian atmosphere in which each person is valued.**
- **To be a school family, fostering strong links between home, school and parish.**

At St. Peter's we aim to:

- Raise the profile of bullying and its affects on children and young people's emotional health and well being, life chances and achievement.
- Support a culture in which bullying is not acceptable, by promoting policies and practices which prevent or reduce opportunities for bullying and deal swiftly, fairly and sensitively with any incidents which occur.
- Promote a consistent approach to bullying for all members of a school.
- Ensure that all those who work with and support children have the skills and knowledge to address bullying effectively.
- Work collaboratively with all practitioners involved with children and young children in promoting positive outcomes for children and young people.

This policy has been developed by a working party involving the Headteacher, the anti-bullying co-ordinator and the School Council.

Staff with Key Responsibility for Anti-Bullying

All staff have been trained to deal with children who are being bullied or who are bullying. Children have the opportunity to talk to which ever member of staff they feel most comfortable with when initially reporting incidents of bullying.

Anti bullying lead: Mrs. B. Flitcroft, Headteacher

Lead Behaviour Professional EYFS & SK1: Mr. S. Foster, Assistant Head

Lead Behaviour Professional KS2: Mrs M. Colley, Deputy Head

Child Protection Officer(s): Senior Leadership Team

Definition of Bullying

There are many definitions of bullying. We consider it to be:

- **Repetitive and persistent.** Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time.
- **Intentionally harmful.** The act of bullying intends harm to another individual, although occasionally the distress it causes is not consciously intended by all of those who are present.
- **Involves an imbalance of power.** Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some cases, an imbalance of power may mean that bullying crosses the threshold into abuse. This would require implementation of safeguarding procedures.

Bullying can take various forms and includes the following types of behaviour:

Physical bullying	Verbal bullying	Indirect bullying	Cyberbullying
Pushing, kicking, hitting, punching, spitting, hair-pulling or any use of physical violence	Name-calling; the range of possible unpleasant language is wide and usually focuses on someone's appearance, personal hygiene, family or ability	Being unfriendly, not talking to someone	Misuse of areas of the internet, such as email & internet chat room
Sexual assault	Sarcasm, teasing, mocking, "put-downs"	Excluding from social groups and activities	Mobile phone threats by text messaging and calls
Making people do things they don't want to do	Spreading rumours	Tormenting (e.g. hiding books), making someone feel uncomfortable or scared	Misuse of technology, e.g. camera & video facilities used to record "happy slapping"
Stopping people doing things they want to do	Saying or writing nasty things	Using threatening gestures, looks and signs/symbols	
Damaging someone's belongings	Blackmail and threats		
Taking someone else's belongings, e.g. mobile phones or money. The threat of violence can accompany theft and there can be clear instances of extortion focused on weaker students.	Making offensive remarks, including comments about someone's gender, race, disability, religion or sexual orientation. This bullying is discriminatory and may be unlawful.		

Vulnerable Groups

School understands that identifying children who are likely to be vulnerable to bullying is problematic. However there is a clear message that ***no one ever deserves to be bullied, it is not the victim's fault.***

There are certain groups of children and young people who are generally considered more vulnerable to being bullied because of changes, difficulties and uncertainties in their lives and because of the stereotypical thinking of the adults and peers around them. Staff need to be aware of who these children are and to consider their specific needs. These groups could include:

- * Children Looked After
- * Traveller children.
- * Children with disabilities.
 - o Physical
 - o Learning Difficulties
 - o Special Educational Needs
- * Gifted and talented children.
- * Young carers.
- * Children subject to racism.
- * Children subject to homophobia.
- * Children subject to sexist or sexual bullying.

Signs and Symptoms of Bullying

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

- * Is frightened of walking to or from school.
- * Doesn't want to go on the school/public bus.
- * Begs to be driven to school.
- * Changes their usual routine.
- * Is unwilling to go to school (school-phobic).
- * Begins to truant.
- * Becomes withdrawn, anxious, or lacking in confidence.
- * Starts stammering.
- * Attempts or threatens suicide or runs away.
- * Cries themselves to sleep at night or has nightmares.
- * Feels ill in the morning.
- * Begins to do poorly in schoolwork.
- * Comes home with clothes torn or books damaged.
- * Has possessions that are damaged or "go missing".
- * Asks for money or starts stealing money (to pay bully).
- * Has dinner or other monies continually "lost".
- * Has unexplained cuts or bruises.
- * Comes home starving (money/lunch has been stolen).
- * Becomes aggressive, disruptive or unreasonable.
- * Is bullying other children or siblings.

- * Stops eating.
- * Is frightened to say what's wrong.
- * Gives improbable excuses for any of the above.
- * Is afraid to use the internet or mobile phone.
- * Is nervous and jumpy when a cyber message is received.

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

We are aware that transition can precipitate problems, which, without early intervention, can lead to disaffection or vulnerability. For example, transition between:

- * Home and infant school.
- * Infant and junior school.
- * Primary and secondary school.
- * Home and school after a long absence, for example, due to illness or living abroad.
- * Returning to school after a period of exclusion.
- * Those entering school outside the normal year of entry, especially those who have attended a large number of schools or who may not yet be able to speak English, may also experience heightened levels of bullying.

Legal/National Requirements

Role and Responsibility of the Governing Body

- * Promote the safeguarding and wellbeing of pupils in their school.
- * Monitor and evaluate the policy to ensure that statutory and non-statutory aspects are appropriately reflected.
- * Ensure that the Head teacher determines measures to promote good behaviour.

Bullying incidents reported directly to the Local Authority

The LA has a responsibility to ensure that the School's Governing Body responds to any allegations of bullying.

If a concern related to bullying is received directly by the LA, it will be acted on in the first instance by the concern being referred back to the school for investigation. Should the concern be upheld, it will be logged within LA and referred to the School's Governing Body.

Current Government Guidance and Anti-Bullying 'Charter for Action'

The schools anti-bullying policy has been written in accordance with the principles set out in 'Bullying: a Charter for Action'.

The Anti-Bullying Charter principles mean –

For students who experience bullying, that:

- * they are heard;
- * they know how to report bullying and get help;
- * they are confident in the school's ability to deal with the bullying;
- * steps are taken to help them feel safe again;

- * they are helped to rebuild confidence and resilience;
- * they know how they can get support from others.

For students who engage in bullying behaviour:

- * sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused;
- * they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge;
- * they learn how they can take steps to repair the harm they have caused.

For schools:

- * the whole school community is clear about the anti-bullying stance the school takes;
- * students, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school;
- * every chance is taken to celebrate the success of anti-bullying work;
- * all students are clear about the roles they can take in preventing bullying, including the role of bystanders.

For heads, governors and other school staff:

- * they develop whole school policies which meet the law and school inspection requirements;
- * they promote a school climate where bullying and violence are not tolerated and cannot flourish;
- * there is a review of the school anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary;
- * curriculum opportunities are used to address bullying;
- * pupil support systems are in place to prevent and respond to bullying;
- * they have addressed school site issues and promote safe play areas;
- * all staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying;
- * all staff are aware of the importance of modelling positive relationships;
- * data systems gather useful information about the effectiveness of the anti-bullying work and this data is used for monitoring and evaluation and is shared with the school community;
- * they work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:

- * they are clear that the school does not tolerate bullying;
- * they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure;
- * they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child;
- * they are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Implementation

The school has a number of systems in place to address bullying issues and to encourage children to report incidents of bullying. These include:

PSHE curriculum, playground buddies, Circle Time, collective worship, assemblies,, drama and role play. Annual work around Anti-Bullying Week ensures that all children are aware of school systems and procedures.

Reporting and Recording Incidents of Bullying

It is imperative that children and young people have the confidence to tell adults about bullying behaviours that they witness or experience, if bullying is to decrease. .

Schools need to encourage young people to report bullying cases and to have effective support mechanisms in place for this to happen.

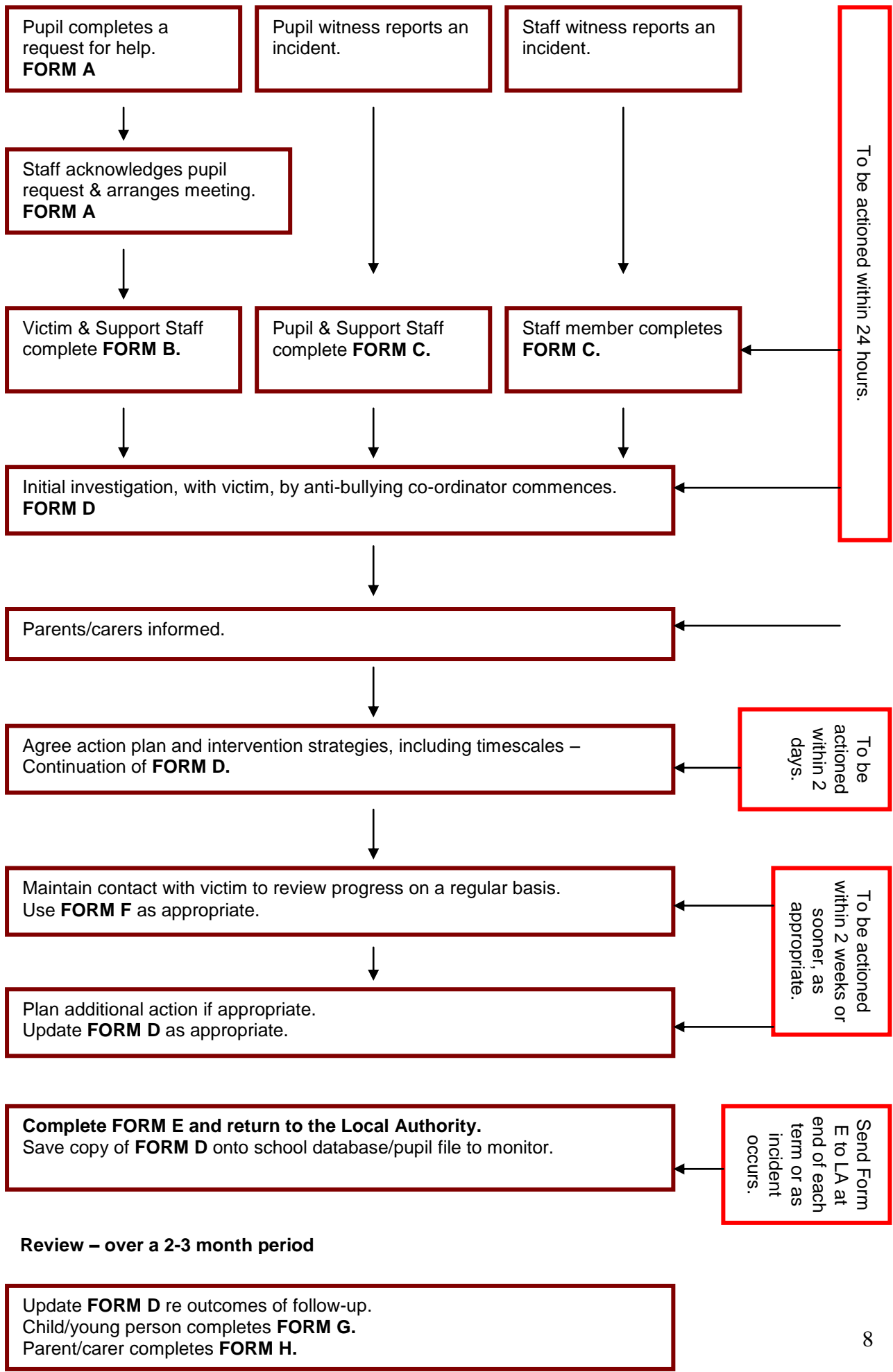
How to tackle issues with people involved in bullying

Supporting the Victim	Dealing with the Bully
A staff member taking time to talk with the child in a safe environment in which the child feels comfortable	A staff member talking to the child about their behaviour and the possible reasons for it
Encouraging the child to discuss their preferences for how the issue is addressed	Referring the child for support or therapeutic intervention from relevant agencies
Discussing strategies for how the child may deal with the current and any future incidents	Restorative Justice, where the bully will have to face up to their behaviour and consider alternative ways of behaving in the resolution of conflict
Gaining access to older students trained as a peer mentor, to whom the victim may turn for help, or a 'circle of friends'	Discussing strategies for how the child manages their feelings of anger and frustration
Providing a safe play area or quiet room for younger students or those who feel threatened at break times	Providing a safe method of releasing stress or frustration
Referring the child for support or therapeutic intervention from relevant agencies	Actively monitoring the child to assess whether the bullying has stopped and initiating further action if required
Actively monitoring the child to assess whether the bullying has stopped and initiating further action if required	Serious incidents of bullying may require the removal of the bully from the class; withdrawal of privileges or participation in activities; detention; fixed period exclusion
	Involvement of the police, where the bullying constitutes a crime

Effective liaison with parents is vital to tackle bullying successfully. Parents/carers are informed at an early stage in order to explain the situation fully, and parents should be informed of any incident within 24 hours of it being reported to the school. Parental concerns are taken seriously.

Parents of children who are alleged bullies often find it hard to accept the image of their child presented by the school and deny that their child is capable of such behaviour. It is therefore important that discussions are based on well-documented evidence.

We have a number of systems in place to record and monitor bullying incidents as detailed below:



Ensure that records are placed onto the child's/young person's file for future reference.

An effective monitoring system ensures that this policy is accessible to all members of the school and its effectiveness, in terms of raising awareness of bullying and dealing with incidents, is regularly reviewed.

Relationship to other School Policies

This policy links to Behaviour, Child Protection /Safeguarding, Single Equity Policy

Date and Review of Policy

The Governors agreed this policy on(date)

It will be reviewed in partnership with all members of the school community in Autumn Term 2018 unless there are changes to National or Local Guidance prior to this date.

Form A – Bullying/Harassment - Request for Support

You have a right to be safe and happy at this school. If you are not, we want to hear about it. Just fill in this form and put it through the letterbox in the reception area.

The teachers/support staff you have named will send you back the tear-off slip at the bottom of this form, telling you when and where you can meet them.

Name: _____

Form: _____

Have you approached a peer helper? Yes/No

Which teacher/support staff do you wish to speak with?

Staff reply slip

Dear _____

Thank you for your note. I would like to meet you at _____ (time)

at _____ (place) to talk about it.

Yours _____

Form B – Bullying/Harassment - Victim Reporting Form

Name: _____

Please describe what happened, what you saw and heard and how it made you feel.

When did it happen? Time: _____ Date: _____

Where did it happen?

Who was involved?

Do you think anyone else saw or heard it?

Has anything like this happened before?

If it has, were the same people involved?

What do you want to happen now?

Is there someone in school you would feel comfortable to talk to and to be supported by?

Signed: _____ **Dated:** _____

Form C – Bullying/Harassment - Witness Reporting Form

Name: _____

Please describe what happened, what you saw and heard.

When did it happen? Time: _____ Date: _____

Where did it happen?

Who was involved?

Do you think anyone else saw or heard it?

Has anything like this happened before?

If it has, were the same people involved?

Signed: _____ **Dated:** _____

Form D – Bullying/Harassment - School Incident Recording Form

Name of School:	
School Number:	
Name of Victim(s):	
Name of Perpetrator(s):	
Date reported:	
Date of Incident:	
Reported to:	
Reported by:	

Victim Profile (tick as appropriate):

- | | |
|---|---|
| <p>Child in Care <input type="checkbox"/></p> <p>Child Protection Register <input type="checkbox"/></p> <p>Learning disability <input type="checkbox"/></p> <p>English as an additional language <input type="checkbox"/></p> | <p>Traveller child <input type="checkbox"/></p> <p>Gifted/Talented <input type="checkbox"/></p> <p>Young Carer <input type="checkbox"/></p> <p>Involved with EWO Service <input type="checkbox"/></p> |
|---|---|

Racial Origin (tick as appropriate):

- | | |
|---|--|
| <p>White British <input type="checkbox"/></p> <p>White Irish <input type="checkbox"/></p> <p>Mixed White & Caribbean <input type="checkbox"/></p> <p>Mixed White & Black <input type="checkbox"/></p> <p>Mixed White & Asian <input type="checkbox"/></p> <p>Black African <input type="checkbox"/></p> <p>Black Caribbean <input type="checkbox"/></p> | <p>Asian Indian <input type="checkbox"/></p> <p>Asian Pakistani <input type="checkbox"/></p> <p>Asian Bangladeshi <input type="checkbox"/></p> <p>Chinese <input type="checkbox"/></p> <p>Irish Traveller <input type="checkbox"/></p> <p>Gypsy <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p> |
|---|--|

Disability: _____

Religion: _____

Gender: _____

Perpetrator Profile (tick as appropriate):

- | | | |
|---|--------------------------|---------------------------|
| Child in Care
<input type="checkbox"/> | <input type="checkbox"/> | Traveller child |
| Child Protection Register
<input type="checkbox"/> | <input type="checkbox"/> | Gifted/Talented |
| Learning disability
<input type="checkbox"/> | <input type="checkbox"/> | Young Carer |
| English as an additional language
<input type="checkbox"/> | <input type="checkbox"/> | Involved with EWO Service |

Racial Origin (tick as appropriate):

- | | | |
|---|--------------------------|-------------------|
| White British
<input type="checkbox"/> | <input type="checkbox"/> | Asian Indian |
| White Irish
<input type="checkbox"/> | <input type="checkbox"/> | Asian Pakistani |
| Mixed White & Caribbean
<input type="checkbox"/> | <input type="checkbox"/> | Asian Bangladeshi |
| Mixed White & Black
<input type="checkbox"/> | <input type="checkbox"/> | Chinese |
| Mixed White & Asian
<input type="checkbox"/> | <input type="checkbox"/> | Irish Traveller |
| Black African
<input type="checkbox"/> | <input type="checkbox"/> | Gypsy |
| Black Caribbean
<input type="checkbox"/> | <input type="checkbox"/> | Other |

Disability: _____

Religion: _____

Gender: _____

Details of incident (tick as appropriate):

- | | | |
|---|--------------------------|---------------------|
| Disability incident
<input type="checkbox"/> | <input type="checkbox"/> | Homophobic incident |
| Racist incident
<input type="checkbox"/> | <input type="checkbox"/> | Faith incident |
| Sexist incident
<input type="checkbox"/> | <input type="checkbox"/> | Other |

Bullying behaviours involved (tick as appropriate):

- | | | | |
|----------------------------|--------------------------|---------------------------|--------------------------|
| Physical behaviour | <input type="checkbox"/> | Spreading nasty rumours | <input type="checkbox"/> |
| Threats | <input type="checkbox"/> | Text message bullying | |
| <input type="checkbox"/> | | | |
| Taking belongings | <input type="checkbox"/> | Mobile phone calls | <input type="checkbox"/> |
| Extortion | <input type="checkbox"/> | Picture/video via mobiles | <input type="checkbox"/> |
| Causing damage to property | | E-mail bullying | |
| <input type="checkbox"/> | | | |
| Name-calling | | Websites/Social Networks | |
| <input type="checkbox"/> | | | |
| Taunting | <input type="checkbox"/> | Chat-rooms | <input type="checkbox"/> |
| Verbal abuse | | Graffiti | |
| <input type="checkbox"/> | | | |
| Sending notes | | Twitter | |
| <input type="checkbox"/> | | | |

Location of Incident (tick as appropriate):

- | | | | |
|--------------------------------|--------------------------|-------------------------|--|
| Classroom | <input type="checkbox"/> | Dining environment | |
| <input type="checkbox"/> | | | |
| On journeys to and from school | <input type="checkbox"/> | Home | |
| <input type="checkbox"/> | | | |
| Playing fields | <input type="checkbox"/> | Occurred outside school | |
| <input type="checkbox"/> | | | |

Frequency and duration of bullying behaviour (tick as appropriate):

- | | | | |
|-----------------------------------|--------------------------|-----------------------------------|--|
| Reported after the first incident | <input type="checkbox"/> | Persisting throughout the term | |
| <input type="checkbox"/> | | | |
| Two or three times | <input type="checkbox"/> | Persisting for more than one term | |
| <input type="checkbox"/> | | | |
| Several times | <input type="checkbox"/> | | |

Details of action taken (tick as appropriate):

Checked for other known incidents involving the same pupils

Notified class teacher/form tutor

Individual discussion with those involved

Notified parent(s)/carer(s) or relevant contact person

Group discussion with those involved

CAF or Pre-CAF raised

If Hate Crime, have Police been informed?

Yes

No

Other (please provide details)

Details of support systems/actions agreed with child/young person, parents/carers:

Details of sanctions applied in line with school's/setting's behaviours policy:

Follow-up date set:

With whom:

Location:

Signed and checked by Head teacher or SMT Member

Outcomes to follow-up:

Has the bullying stopped? Yes No

Details of further action to be taken if required:

Action:

By whom:

By when:

Further date to follow-up:

Was the targeted child/young person and his/her parents/carers satisfied with the outcome?

Yes No

Further Comments:

Signed (member of staff dealing with issue)	
Checked and signed by Head teacher or SMT Member	

PLEASE NOTE

This recording form is provided as an example of best practice for the school to record and retain both statutory and non-statutory information as part of the management of Bullying, Hate Crime and Harassment incidents.

Form E – Bullying/Harassment - LA Incident Recording Form

In the event of an incident and to comply with the requirements on schools, as set out in the Education and Inspections Act 2006 Section 21(5), please complete and return to:
Healthy Schools Team, Achievement & Inclusion Division, Atlas House, Corporation Street, St. Helens WA9 1LD

Name of School:	
Date reported:	
Date of Incident:	
Gender of victim: Male/Female (please circle)	Gender of perpetrator: Male/Female (please circle)

Details of incident (tick as appropriate):

- | | |
|--|---|
| <p>Disability incident <input type="checkbox"/></p> <p>Racist incident <input type="checkbox"/></p> <p>Sexist incident <input type="checkbox"/></p> | <p>Homophobic incident <input type="checkbox"/></p> <p>Faith incident <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p> |
|--|---|

(Bold – denotes a duty placed on education providers as set in the Equality Act 2010)

Bullying behaviours involved (tick as appropriate):

- | | |
|--|---|
| <p>Physical behaviour <input type="checkbox"/></p> <p>Threats <input type="checkbox"/></p> <p>Taking belongings <input type="checkbox"/></p> <p>Extortion <input type="checkbox"/></p> <p>Causing damage to property <input type="checkbox"/></p> <p>Name-calling <input type="checkbox"/></p> <p>Taunting <input type="checkbox"/></p> <p>Verbal abuse <input type="checkbox"/></p> <p>Sending notes <input type="checkbox"/></p> | <p>Spreading nasty rumours <input type="checkbox"/></p> <p>Text message bullying <input type="checkbox"/></p> <p>Mobile phone calls <input type="checkbox"/></p> <p>Picture/video via mobiles <input type="checkbox"/></p> <p>E-mail bullying <input type="checkbox"/></p> <p>Websites/Social Networks <input type="checkbox"/></p> <p>Chat-rooms <input type="checkbox"/></p> <p>Graffiti <input type="checkbox"/></p> <p>Twitter <input type="checkbox"/></p> |
|--|---|

Location of Incident (tick as appropriate):

- | | | |
|---|--------------------------|-------------------------|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> | Dining environment |
| <input type="checkbox"/> On journeys to and from school | <input type="checkbox"/> | Home |
| <input type="checkbox"/> Playing fields | <input type="checkbox"/> | Occurred outside school |
| <input type="checkbox"/> | | |

Frequency and duration of bullying behaviour (tick as appropriate):

- | | | |
|--|--------------------------|-----------------------------------|
| <input type="checkbox"/> Reported after the first incident | <input type="checkbox"/> | Persisting throughout the term |
| <input type="checkbox"/> Two or three times | <input type="checkbox"/> | Persisting for more than one term |
| <input type="checkbox"/> Several times | <input type="checkbox"/> | |

Details of action taken (tick as appropriate):

- Checked for other known incidents involving the same pupils
- Notified class teacher/form tutor
- Individual discussion with those involved
- Notified parent(s)/carer(s) or relevant contact person
- Group discussion with those involved
- CAF or Pre-CAF raised
- If Hate Crime, have Police been informed? Yes No
-
- Other (please provide details)

The information supplied on this form will be processed in accordance with the requirements of the Data Protection Act 1998. At all times, it will be treated as confidential and used only for the purpose of assessing, managing and monitoring bullying-related incidents.

Form F – Bullying/Harassment - Review Sheet

Date:	
Name of Reporter:	
Name of Child/Young Person involved:	
People present:	

How has the situation developed:

**What does the person who was targeted say they are feeling now?
Are they feeling safe and satisfied with the action taken?
If so, how has it helped?**

What is the attitude/view of the person(s) involved in the bullying behaviour?

**Form G – Harassment/Bullying Feedback - Tell us what you think –
Child/Young Person Form**

Name: _____

We want to make sure our anti-bullying policy is working properly. It would help us if you let us know your views by answering the following questions. This will enable us to improve support to everyone in school.

1. Were you happy with the support provided?

Yes No

2. What did you find most helpful?

3. Was there anything you found unhelpful which we could improve?

4. Did you feel you were fairly treated?

Yes No

Thank you for your time

Signed (optional)

Form H – Bullying/Harassment Feedback - Tell us what you think – Parent/Carer Form

Name: _____

We want to make sure our anti-bullying policy is working properly. It would help us if you let us know your views by answering the following questions. This will enable us to improve support to everyone in school.

1. Were you happy with the support provided?

Yes No

2. What did you find most helpful?

3. Was there anything you found unhelpful which we could improve?

4. Did you feel you were fairly treated?

Yes No

Thank you for your time

Signed (optional)

