

All Saints' CE Primary School



Anti-Bullying Policy

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Revised:

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Author: M Robinson



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Rationale

Evidence suggests that one in seven children may be 'victims' or perpetrators of bullying. What is more significant to All Saints' is the effect that bullying behaviour can have on victims, perpetrators and witnesses. Bullying could have an impact on the;

- life of the school and its ethos
- emotional welfare of individuals and groups
- academic achievement of individuals and groups
- long and short-term mental health and social welfare of both victims and bullies.

What is Bullying

There is no legal definition of bullying. However, for the purpose of this policy it is defined as behaviour that is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group e.g. because of race, gender or sexual orientation
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Some of the common ways people are bullied are

- physical intimidation which may lead to violence
- verbal intimidation and/or spite
- social isolation
- emotional intimidation
- Cyber: setting up hate websites, offensive e-mails and texts
- Racist: racial taunts, gestures, making fun of someone's culture or religion
- Homophobic or biphobic: When people behave or speak in a negative way towards others because of their actual or perceived sexuality. This may also be aimed at a person's family.
- Transphobic: When people behave or speak in a negative way towards others who may identify their gender as not being the same as the sex they were assigned at birth.
- Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- Sexual: unwanted physical contact, sexually abusive or sexist comments

Who is Bullied

Victims of bullying may have obvious characteristics which single them out from the rest of the class, school or community - gifted, special needs, ethnic origin. In addition, victims may: lack assertiveness, have low self-esteem, lack social skills to deal sensitively with some situations or be over-nervous or anxious.



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What signs should be looked for?

Being victimised can, and often does, lead to one or more of the following:

- depression
- poor concentration
- not realising academic potential
- emotional or behavioural difficulties
- social isolation
- low self-esteem
- physical injuries
- poor attendance
- being late or trying to avoid coming
- feigning illness
- bed wetting.

It must be remembered that the initial signs of being victimised may not always be obvious. Victims will often be wary of disclosing incidents for fear of getting into trouble or even reprisal.

Prevention

The role of the Headteacher and staff

It is the responsibility of the Headteacher to implement the school's anti-bullying strategy and to ensure that all staff (teaching and non-teaching), children and parents are aware of the school policy and know how to deal with incidents of bullying. The Headteacher will continue to report to the Governing Body about the effectiveness of the anti-bullying policy on request.

Key actions include:

- All reported or witnessed instances of bullying in the school are challenged by a member of staff.
- The Headteacher and staff setting a climate in which children feel safe, secure and well supported, with all forms of bullying taken seriously. All members of the school community are made aware of the school's Anti-Bullying Policy.
 - All staff strive to demonstrate and promote tolerance, understanding, respect and acceptance of difference
 - All staff will promote strategies to help prevent the occurrence of bullying behaviour through curriculum activities where children are offered opportunities to reinforce and promote positive behaviours and empathy skills
 - All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.
- Staff will raise awareness of issues through PSHE activities, Collective Worship and participation in events such as Kindness Fortnight
 - Children will be given opportunities to develop social and emotional skills in order to make judgements about their behaviour and its effect on others
 - Staff encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work.
 - Changing and organising seating arrangements in class helps to prevent instances of bullying.



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- Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- All staff members receive training on identifying and dealing with the different types of bullying.
- The Headteacher and staff ensuring that children are able to identify bullying and know that it is wrong. All children should be encouraged to report bullying to a member of staff.

The role of children

To help prevent bullying at our school, children are advised to:

- Consider everyone's feelings and think about how they would feel if they were bullied
- Try to settle any differences with other children in a non-threatening way and perhaps with the help of an adult
- If they see anyone being bullied, report it to an adult as soon as possible
- Be supportive and caring to any friends who may have been bullied
- To seek adult help immediately, stay calm and clearly tell the bully to stop

The role of Parents:

To help prevent bullying at our school, parents should:

- Support the school's Positive Behaviour Policy and E-safeguarding policy
- Contact their child's class teacher straight away if they suspect their child might be being bullied or, suspect that their child is a perpetrator

The role of Governors:

The Governing Body evaluates and reviews this policy to ensure that it is non-discriminatory and supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The Governing Body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of serious or persistent incidents of bullying and to report to the governors on the effectiveness of school anti-bullying strategies.

Recording Incidents of bullying will need to be recorded on the Bullying Incident Report Form (see Appendix 1) should be completed and referred to the Head/Deputy. This will be reported to the child's class teacher, in line with the Positive Behaviour Policy. For incidents of racist bullying these will be recorded under both bullying and racism categories.

Monitoring, Evaluation and Review



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- The Headteacher and Deputy Headteacher review and amend this policy, taking account of new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.
- The Headteacher analyses the data in the Bullying Record at termly intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.
- Key Stage Co-ordinators will monitor entries involving children in their year group. The Headteacher arranges appropriate training for staff members.
- Each phase leader and/or class teacher corresponds and meets with parents/carers where necessary. They also provide a point of contact when more serious bullying incidents occur.
- Teachers are alert to social dynamics in their class and are available for pupils who wish to report bullying. They also provide follow-up support after bullying incidents. Teachers ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups.
- All staff will avoid gender stereotyping when dealing with bullying.
- Throughout the year, the composition of pupil groups shows sensitivity to those who have been the victims of bullying. If the bullying continues, and/or in more serious cases of bullying, the Head teacher or deputy Headteacher will become involved and parents will be informed and invited into the school for a meeting to discuss the problem with mediation meetings used to resolve issues.
- In repeated or serious cases the school may follow the following sanctions: lunch time exclusion, fixed term exclusion, permanent exclusion.
- This Anti-Bullying policy will be promoted and implemented throughout the school.

Bullying outside of school

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre or through social media.

Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.

The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore not under the lawful charge of a school staff member.

The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.



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ANTI BULLYING REPORTING FORM

1. General Information

Alleged Perpetrator _____ *Victim* _____ *Witness* _____

Year _____ M/F _____ Year _____ M/F _____ Year _____ M/F _____

2. Type of Incident

Psychological/Emotional: Racial Harassment Name Calling Inciting Others

Spoiling Work Threatening Behaviour Abuse of Personal Property

Excluding Others Swearing at Ridiculing Other

Physical: Punch Kick Hairpull Extortion

Jostling Weapon Spitting Other

3. Details of Incident *Location* _____ *Time* _____

_____ *Immediate Action Taken*

4. Long Term Action Taken with Perpetrator	Long Term Action in Support of Victim
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Number of Previous Reports Number of Previous Reports

Child Aware Child Aware

To be completed by Head

Signed: _____ Position: _____ Date: _____