

Stanford in the Vale CE Primary School

ANTI-BULLYING POLICY

INTRODUCTION

Stanford in the Vale CE Primary School believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. Bullying affects everyone, not just the person doing the bullying or receiving it. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at school.

WHAT IS BULLYING?

Definition

This is our school community's shared understanding of what bullying is.

"When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- physically and/or mentally hurt or worried
- unsafe and/or frightened
- unable to do well and achieve
- "badly different", alone, unimportant and/or undervalued
- unable to see a happy and exciting future for yourself

it could be bullying. When a person, or group of people, has been made aware of the effects of their behaviour on another person and they continue to behave in the same manner, this is bullying."

If someone is made to feel like this, or if they think someone they know feels like this, it should be investigated. This should happen straight away as it can take a long time to build up the courage to tell someone. However, lots of things can make people feel bad, sometimes it depends on the situation we are in, and it is not always bullying - so the following two definitions are also useful:

1. Bullying is any behaviour by an individual or group that:
 - is meant to hurt - the person or people doing the bullying know what they are doing and mean to do it
 - happens more than once - there will be a pattern of behaviour, not just a "one-off" incident
 - involves an imbalance of power - the person being bullied will usually find it very hard to defend themselves
2. "Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally"

The following are some examples of the many different forms of bullying, but this is not an exhaustive list.

Physical - For example, kicking, hitting, spitting, pushing, taking and damaging belongings, or threatening to do any of these things

Verbal - For example name calling, taunting, threats, offensive or discriminatory remarks, whether about people or objects

Indirect, emotional or relational - For example, spreading hurtful and untruthful rumours or nasty stories, gossiping, excluding from social groups, forcing someone to do something against their will, tormenting, "dirty looks", or producing offensive graffiti

Cyber - For example, sending offensive text messages, using pictures or video clips, Instant Messaging, emails, social networking sites or other electronic contact to cause harm, embarrassment or discredit to students or staff of the school.

'Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself'

Prejudice-related - For example, bullying or harassment that is homophobic, gender based, sexist, sexual or transphobic, racist or discriminating against religion, Special Educational Needs, disabilities, health conditions or a person's home circumstances, such as being looked after, or caring for a family member. This includes actions or language that discriminates against people for any of these reasons, or other reasons relating to a person's identity.

Sexual - For example inappropriate or unwanted physical contact, verbal comments or cyber messages of a sexual nature.

Bullying includes the above but is not limited to this. It also includes:

- Any form of behaviour which is the result of a specific strategy to make an individual feel miserable
- Organising others to do any of the above
- Excluding an individual in such a way that they are made to feel vulnerable and different in a bad way

We reject all of the above forms of bullying and will not tolerate them in our school community.

AS A SCHOOL WE TEACH OUR CHILDREN THAT IF THEY ARE BEING BULLIED THEY SHOULD:

- a) Tell themselves that they do not deserve to be bullied, and that it is **WRONG!**
- b) Be proud of who they are. It is good to be individual.
- c) Try not to show that they are upset. It is hard but people who bully thrive on someone's fear.
- d) Stay with a group of friends/people. There is safety in numbers.
- e) Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff.
- f) To tell an adult that the child trusts straight away or send an email or write a letter. They will get immediate support.

Teachers will take the child seriously and will investigate and deal with fully.

We also teach other children to take action if they know someone is being bullied and tell an adult immediately.

WE ASK PARENTS TO WORK IN PARTNERSHIP WITH US AND:

- a) Look for unusual behaviour in their children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- b) Always take an active role in their child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- c) If they feel their child may be being bullied, inform the School **IMMEDIATELY**. Their complaint will be taken seriously and appropriate action will follow.
- d) It is important that they advise their child not to fight back. It can make matters worse!

- e) Tell their own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- f) Make sure their child is fully aware of the School policy concerning bullying, so that they will not be afraid to ask for help.

AS A SCHOOL WE:

- a) Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times.
- b) Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the PSHE programme, Collective Worship, taking part in Anti-Bullying Week, e-safety and cyberbullying lessons...
- c) Have posters in every classroom to inform the children what to do if they are being bullied or have seen bullying, alongside a child friendly Anti-Bullying Policy.
- d) Deal quickly, firmly and fairly with any complaints, involving parents along the way.
- e) Regularly review the School Policy and its degree of success.
- f) Have a firm but fair discipline structure. The rules should be few, simple and easy to understand.
- g) Do not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, gender, etc.
- h) Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- i) Encourage pupils to treat everyone with respect.
- j) Treat bullying as a serious offence and take every possible action to eradicate it from our School.
- k) Have a named governor to deal with bullying issues - Mrs Nona Lewis. This nominated governor is informed of all incidents of bullying and aids and supports the Headteacher to handle the incident and apply the policy. If the bullying continues, an emergency governor's meeting is called to decide on a way forward.

ACTION TO BE TAKEN WHEN BULLYING IS SUSPECTED

If bullying is suspected we talk to the person being bullied, the person carrying out the bullying and any witnesses. If any degree of bullying is identified, the following action will be taken:

Help, support and counseling will be given as is appropriate to everyone involved /affected:

We support the **person being bullied** in the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- Informing their parents/guardians at every stage and giving them a copy of the Anti- bullying policy.
- By offering continuing support when they feel they need it.
- To keep a bullying / worry log, which will be discussed with a named member of staff.
- 'A safe place' can be made available if appropriate.
- The opportunity to meet with the person bullying for a restorative justice meeting if appropriate.
- By taking one or more of the seven disciplinary steps described below to prevent more bullying.

We also discipline, yet try to help the **person carrying out the bullying** in the following ways:

- By talking about what happened, to discover why they became involved.
- Informing their parents/guardians at every stage and giving them a copy of the Anti- bullying policy.
- By continuing to work with them in order to eradicate prejudiced attitudes as far as possible and develop their self-esteem and empathy.
- The use of specialist interventions or referrals to other agencies.
- 'A safe place' can be made available if appropriate.
- The opportunity to meet with the person bullied for a restorative justice meeting if appropriate.
- By taking one or more of the seven disciplinary steps described below to prevent more bullying.

DISCIPLINARY STEPS

1. Once a suspected or reported incident has been found to be true by the Head and Governor the parents/guardians are to be informed in writing and the person carrying out the bullying to be warned and reminded of the policy and what will ensue should any further transgression occur.
2. They will not be allowed out to 'play' during break and lunchtimes which will be spent on their own under the supervision of a member of staff for a set period of time.

3. They will be excluded from the School premises at break and/or lunch times for a set period of time.
4. We may arrange for them to be escorted to and from the School premises, if the incidents occur at these times.
5. They will be suspended from school for a fixed time period, following OCC guidance.
6. They will be suspended from school for an indefinite length of time whilst further measures or strategies are put in place, following OCC guidance.
7. If they will not end such behaviour, the matter will be dealt with by the Governing Body who may recommend permanent exclusion (expulsion) and approach OCC about finding an alternative place of education for that child.

OFF-SITE BULLYING

The school has an enduring interest in the welfare and conduct of its pupils and will respond to any information it receives about bullying outside of school. Staff will investigate the incidents, record them on Integris and if bullying is suspected take action, as recorded above. If the bullying involves a child from another school, the head teacher of that school will be informed and invited to deal with the matter.

RECORD KEEPING

All incidents will be thoroughly investigated and the incident, investigation and outcomes will be recorded on Integris as well as the form below and kept in a file in the Headteacher's office. Appropriate staff will be informed about the incident.

Compiled by: Amanda Willis

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Bullying / Incident Record

Reason for prejudice-related incident / bullying

(tick as appropriate)

Young carers, looked after children	<input type="checkbox"/>	Assault	<input type="checkbox"/>
Appearance or health condition	<input type="checkbox"/>	Verbal abuse (pupil / teacher)	<input type="checkbox"/>
Race Religion or Culture	<input type="checkbox"/>	Threatened	<input type="checkbox"/>
SEN or Disabilities	<input type="checkbox"/>	Theft / taking property	<input type="checkbox"/>
Sexist or Sexual, incl. transgender phobia	<input type="checkbox"/>	Cyberbullying	<input type="checkbox"/>
Sexual Orientation (homophobia)	<input type="checkbox"/>	Emotional bullying	<input type="checkbox"/>
Other (record in Comments , below)	<input type="checkbox"/>	Excluding	<input type="checkbox"/>
Alleged	<input type="checkbox"/>	Written derogatory comments, incl. graffiti	<input type="checkbox"/>
		Other (record in Comments , below)	<input type="checkbox"/>

Activity: (lesson where bullying took place, if relevant)

Locality

- Classroom
- Corridor
- Dining Hall
- Playground
- To, or from, school
- Toilets
- Outside school premises
- Other (record in description)

Date of Incident:

Time:

Description of the incident

Recorded on:

Status:

- Resolved
- Unresolved
- Further intervention needed

Staff recording the incident...

Name: _____ **Role:** _____

Staff involved: _____ **Role:** (Target / Aggressor / Witness)

Pupils involved:

Name: _____ **Role:** (Target / Aggressor / Witness / Participant / Bystander)

Individual Student Record

Have you had contact with the target's parent / carer? Yes No

If Yes, by phone / letter? Date of contact:

Have you had contact with the aggressor's parent / carer? Yes No

If Yes, by phone / letter? Date of contact:

Are any other agencies involved? Yes No

If Yes, which agencies?

Does the incident require a multi-agency response? Yes No

Have there been any previous incidents involving the same Target / Aggressor? Yes No

Signed.....

Name

Details of any subsequent actions or follow-up