



## The Holme Church of England Primary School

**The Good Shepherd Trust**  
Academies in partnership with the Guildford Diocese Education Trust  
The Education Centre, The Cathedral, Guildford, Surrey GU2 7UP Tel: 01483 450423



Diocese of Guildford

# Anti-Bullying Policy

Date	Review Date	Coordinator	Responsible Body
January 2016	January 2018	Headteacher	Governing Body

At The Holme we understand that we have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all children. Christian values are central to the ethos of our school, especially those of: community, friendship, forgiveness, truth, courage and thankfulness. Our Values-based Education approach fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Bullies do not come in standard shapes and sizes, and a policy based on stereotyped assumptions will fail. At The Holme we are in a small school environment where we get to know each child's individual character in great depth and are therefore, in a good position to recognise and respond to incidents.

This school has a set of clear values reflecting acceptable behaviour and unacceptable behaviour based on our Christian beliefs. Bullying is clearly unacceptable behaviour and all pupils and staff know this. The school policy is that bullying will be dealt with on each and every occasion. As far as we are concerned bullying is a serious incident to be dealt with at the highest level, wherever necessary.

Pupils are reminded regularly (in collective worship, PSHE lessons and R time) about acceptable and unacceptable behaviour. All pupils know that they MUST tell a grown up if they are being bullied. All pupils know that teachers will act, that we mean what we say, and that our intentions are long term.

### Aims

Many of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

Through this policy we aim:

To express our belief that all pupils should be included fully in the life of the school.

To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations.

To reduce and to eradicate, wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy.

To reduce and to eradicate, wherever possible, instances in which pupils are subject to any form of bullying.

To respond effectively to all instances of bullying that are reported to us.

To establish a means of dealing with bullying, and of providing support to pupils who have been bullied.

To provide support for pupils who are accused of bullying, who may be experiencing problems of their own.

To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it.

To meet any legal obligations which rest with the school.

### Approaches Which Reduce Incidents of Bullying

- all staff act consistently.
- bullying is addressed as part of the school curriculum as well as part of annual events (eg Anti-bullying Week, Safer Internet Day).
- access to traditionally difficult areas of school, eg toilets, is limited, so that pupils feel safe around school.
- we reinforce the message to pupils that bullying is unacceptable and that talking about it is vital.
- we recognize that bullying is a serious matter and that we must take action when it does occur.

Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being; and where they include and support each other.

We also draw on the school's curriculum and Values-based education approach to promote appropriate behaviour through direct teaching, and by creating an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Our curriculum is used to:

- Raise awareness about bullying and our anti-bullying policy;
- Increase understanding for victims and help build an anti-bullying ethos;
- Teach pupils how constructively to manage their relationships with others.

Circle Time, assemblies, role- plays and stories are used to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school.

## What is Bullying

Bullying may be occurring when we can answer "Yes" to these three questions:

Is it deliberate?

Has it happened more than once?

?

Bullying can take different forms, including;

Emotional	being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal (Direct or Indirect)	name-calling, sarcasm, spreading rumours, teasing
Cyber Bullying	all areas of internet ,such as email and internet chat Twitter, Facebook misuse, mobile threats by text messaging and calls Misuse of associated technology , i.e. camera and video facilities, l- pad, games consoles

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- the size of the individual,
- the strength of the individual
- the numbers or group size involved

## What Is Not Bullying

It is not bullying when:

- there is no intention to hurt or harm i.e. behaviour is thoughtless or accidental;
- pupils are misbehaving/responding/reacting to one another in retaliation
- there is a one off fight/argument between pupils of equal stature or strength;
- there is a good reason why others cannot be included in a group activity;
- a pupil is called a nickname with which she/he is happy.

Although this is not bullying, the misbehaviour is serious and will be dealt with immediately in school, following our Behaviour Policy.

## Responding to Bullying

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Incidences of bullying will be taken seriously, following these principles:

- Take action as quickly as possible.
- Offer concrete advice, help and support and reassurance to the victim.
- Punish the bully whenever this is needed;
- Encourage the bully to see the victim's point of view.
- Do not "overplay" minor incidents.
- Involve the Senior Leadership Team who will take the necessary steps to inform parents and apply appropriate sanctions according to the circumstances.
- Inform colleagues so that everyone can be vigilant whilst on supervision.
- Try to anticipate and prevent a recurrence if a trigger factor is discovered.
- Work closely with the parents of both the bully and the victim

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. eg police, counsellor, behaviour support worker.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), reduced timetables, or even fixed or permanent exclusion will be considered. We recognise that the bully may need help as well as the victim.

During and after the incident(s) has been investigated and dealt with, each case will be recorded and monitored to ensure repeated bullying does not take place.

The Governors will be informed of any incidents that are reported, along with incidents, sanctions and reconciliation. This forms part of the half-termly Headteacher's Report. The Safeguarding and Chair of Governors may also be consulted at the time of any incidents.

## Working Together to Prevent Bullying

At The Holme we use a variety of methods to support children in preventing and understanding the consequences of bullying, including assemblies, PSHE and Citizenship lessons, Values-based Education, R time and Anti-bullying week. The Friendship Bench in the playground, Internet Safety Day, are also ways in which children are encouraged to look out for others and understand that bullying is unacceptable. Children are also consulted through in-school pupil questionnaires. The ethos and working philosophy of The Holme means that all staff actively

encourage children to have respect for each other and for other people's property. Kind and polite behaviour is regularly acknowledged and rewarded.

Staff regularly discuss friendship and bullying, which informs children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff reinforce expectations of behaviour as a regular theme in line with our school's Christian ethos and values.

Staff follow the equality policy; supporting every child in our school. Staff are careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing. Staff are vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group. Staff reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying, for example by:

- agreeing the class code of conduct
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- discussing bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- the use of Prayer Spaces
- signing the Home-School agreement

All children aware of the need to tell, not to be a bystander

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your School Council rep
- Tell a teacher or adult whom you feel you can trust
- Go to the Friendship bench
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given (posters on display around school)

Parents can help by:

Supporting our anti-bullying policy and procedures.

Encouraging their children to be positive members of the school community.

Discussing with their child's teacher any concerns that their child may be experiencing bullying or if they are unhappy in some other way.

Helping to establish an anti-bullying culture outside of school

## **Recording**

Recording

In line with our Behaviour Policy, all incidents of poor behaviour are recorded in the Class Behaviour files. These are shared termly in staff meetings and monitored for trends and patterns. This supports us to identify bullying effectively and to identify triggers for incidents.

## Bullying Outside the School Premises

Schools are not directly responsible for bullying that occurs off the premises but we know that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us of bullying off the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the Headteacher of another school whose pupils are bullying.
- Talk to the police.

The DfES says that, “exceptionally failure to take disciplinary steps to combat harmful behaviour outside the school might breach the school’s common duty of care.” Legal Services advise that schools can take disciplinary action against pupils for incidents that occur outside of school.

## Evaluating this Policy

We will evaluate our Anti-bullying Policy using the following measures:

The numbers of incidents that are reported to staff over a given period.

Pupils’ perceptions of bullying in school through structured discussions in class time.

The number of days of absence which are thought to arise as a consequence of bullying.

We will investigate patterns of absence to ensure that children are not taking unnecessary days off school due to fear of being bullied.

The number of complaints and compliments that we receive from parents.

From the comments made by visitors and other people connected with the school.

## Linked Policies

This Anti-bullying Policy should be read in conjunction with the following policies:

- Behaviour
- Learning and Teaching
- SEND and Inclusion
- Single Equality Scheme
- Safeguarding and Child Protection
- Complaints Policy and Procedures

<b>Headteacher:</b>	Ruth Worswick	<b>Date:</b>	January 2016
<b>Chair of Governing Body:</b>	Jeff Batchelor	<b>Date:</b>	January 2016

## Helpful Organisations:

Anti-Bullying Alliance – [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Kidscape – [www.kidscape.org.uk](http://www.kidscape.org.uk)

NSPCC - [http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying- and-cyberbullying/](http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/)

Bullying Online – [www.bullying.co.uk](http://www.bullying.co.uk)

Cyberbullying.org – [www.cyberbullying.org](http://www.cyberbullying.org)

BBC Parental Guidance on Cyber bullying -

[http://www.bbc.co.uk/schools/parents/cyber\\_bullying/](http://www.bbc.co.uk/schools/parents/cyber_bullying/)

Childline – 08000 1111

## **Appendix 1**

### **Implementing the Values Education Programme**

The whole school community (children, staff, parents, governors) have chosen the 22 values which we consider most important to teach and live by. These are organised into a 2-year cycle and are a balance of xxxxxxxx values. (See Appendix 2)

Values are introduced in Collective Worship by the Headteacher at the beginning of each month. They form the basis of the Headteacher's Collective Worship every Monday and those of the Parish Team on Tuesdays. Using stories, both religious and contemporary, the children become familiar with the language and ideas of the value and how it relates to their lives.

Each class has at least two Values lessons each month, giving children the opportunity to explore that month's value in more depth and in a practical way. We focus on the language of values, their impact on ourselves, on others and on our relationships.

All classes have an R time lesson on Monday mornings before playtime. These lessons promote the values of Respect and Courtesy, enabling the children to learn and play cooperatively.

We have high expectations of all our children and promote positive behaviours and the natural showing of values through praise and celebration. Our approach is to 'praise those behaviours we'd like to see more of' rather than focusing on the negative. We celebrate those who show their values without prompting, e.g. earning a place on the Values Tree, monthly Values Role Models, earning class Values Beads.

We aim for a calm, reflective atmosphere which facilitates contemplation. Then the children get to know themselves better and develop a sense of responsibility for their own lives and happiness. Our days are punctuated by 'pause to be' moments and given the children time for quiet reflection and an increased mindfulness of how they are feeling. Our 'no shouting' policy and use of chime bars to draw children's attention support this environment.

At the start of the year each class develops a class code of conduct, based on the values that are meaningful to them.

Opportunities are taken to discuss values throughout the curriculum and whenever the need arises to address particular values that the children are finding difficult.

As Holme staff, we try to live the values; we teach values best by being role models, thereby encouraging personal integrity, consideration for others and understanding different viewpoints. We have created a hard-working, welcoming, fun-loving school and daily show our children how to live and work together through the values of Friendship, Love, Unity, Forgiveness, Humour, Resilience and Commitment.