



Bishopstone C.E. Primary School

Bishopstone Church of England School, Bishopstone, Swindon, Wiltshire, SN6 8PW

Anti-Bullying Policy

Setting a culture where children respect themselves and each other, whatever the culture in any given situation

"A typical class with a high level of bullying will have in it a tight-knit group led by a clever, articulate person (just the type you trust jobs with) with a number of supporters who pick on an individual. Those outside the group, the rest, will be in awe and fear of the group and eventually distance themselves from any victim and maybe bully that victim as well.

Why the issue of bullying is considered important

Bullying runs counter to the ethos of openness and trust which we aim to foster at Bishopstone C.E. School. It undermines the spirit of community and Christian values. We value a child's emotional stability knowing that a happy child is one that will learn and fulfil its potential. In addition, we recognise that the need to bully can be a manifestation of an individual's own problems. We are committed at Bishopstone to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Our definition of bullying

Bullying is a deliberate set of frequent and persistent actions taken by one pupil, or group of pupils who fail to recognise the needs and rights of another pupil, or pupils, thus causing emotional and/or physical harm.

At Bishopstone School we consider the following types of behaviour, if carried out regularly and with intent, to be bullying:

- name calling
- insults
- aggressive body language e.g. spitting, hand signs etc.
- physical assault e.g. hitting, kicking, threatening
- threats
- blackmail
- 'sending to Coventry' i.e. ignoring
- attacking standards, morals, beliefs, disabilities
- invasion of privacy
- harassment e.g. sexual, racial
- interfering with possessions
- sending 'nasty' notes, e-mails or texts
- spreading rumours
- teasing



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- 'whispering', targeting an individual or group
- It can be Cyber - all areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

If two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying but is rather addressed in the context of misbehaviour.

Procedures for the reporting of bullying

Our procedures for reporting Bullying are simple and direct, ensuring that children at Bishopstone School and adults responsible for them, understand them and know how to use them:

- the victim must tell a trusted friend or adult (e.g. class teacher, lunchtime supervisor, parent etc.) who will pass the information to the Headteacher and who will decide on an appropriate course of action, in consultation as necessary with those responsible for the child's welfare. The Headteacher will note the details of any reported bullying to establish patterns of behaviour and to provide evidence in the case of dispute.
- the children are reminded of the procedures during an 'Anti-Bullying' assembly at the beginning of each term. The emphasis on Anti-Bullying as a collective responsibility is emphasised.
- at the beginning of each school year the children are encouraged to include a specific Anti-Bullying statement in their class Code of Conduct.
- the procedures for reporting bullying are set out on the school website. Parents will be advised to:
 - tell their child that there is nothing with him or her that justifies bullying;
 - discourage the child from retaliating;
 - to keep a written record if the bullying persists;
 - to inform the anti-bullying counsellor if bullying is suspected.
- The parents of a persistent bully will be informed.

The monitoring of bullying

Individual incidents which, on the surface may seem to be an isolated occurrence, may be part of a much larger pattern of bullying behaviour. 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 displays any of the listed symptoms in Appendix B.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Pupils with communication difficulties/EAL/SEN may not understand that they are being bullied so staff need to monitor continuously for signs of bullying.

All such incidents must be recorded in the Bullying Record which is kept secure in the Headteachers office. Any record must take account of:

- who was involved (alleged to have been involved);
- where and when it happened;
- what happened;
- what action was taken;



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- how it was followed up.

Note: All reports should be factual and objective. When taking evidence staff should not get involved in the 'truth' debate. Evidence should not be taken from the 'group' but individuals. *Beware the group with a united story.*

The monitoring system will involve all teaching and non-teaching staff. The Headteacher will have overall responsibility for reviewing any records.

Strategies for reducing bullying

We take every opportunity to encourage co-operation and support among children in school e.g. Circle Time, celebration assemblies, the residential visits/trips.

All staff, both teaching and non-teaching, must ensure that, consciously or unconsciously, they do not promote bullying. See Appendix A.

All staff must:

- not adopt patterns of behaviour different to those they are willing to accept for pupils;
- not use, as their main means of classroom management, threats and sarcasm;
- use sanctions in a consistent fashion;
- discourage the view that any bullying that might occur is the result of any child's inadequacies;
- value as highly relative achievement and/or effort as much as high achievement;
- to find opportunities for pupils to achieve praise and recognition for cooperative behaviour e.g. merit points for being, helpful, kind and caring to their peers.
- *Tell* other members of staff if they suspect bullying to be taking place and investigate thoroughly!

Pupils are encouraged to:

- make sure nobody is deliberately left out of a group and encourage a bullied pupil to join their activities or groups;
- show the bully they disapprove of his or her actions, confident in the support provided by the school's anti-bullying strategy;
- *tell* the bully to stop what they are doing;
- *tell* a member of staff what is happening by approaching them directly.
tell a prefect, playground pal or a member of the school council.

Response to reported incidents

STEP 1 - Interview separately the bully and bullied child, offering appropriate support. Monitor the future behaviour of the bully for a week by alerting all supervisory staff.



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STEP 2 - If the problem persists, re-interview the bully and bullied separately, and inform both sets of parents. *THE BULLY WILL BE ISOLATED FROM PLAYTIMES FOR A NUMBER OF SESSIONS.* Monitoring continues for a further week.

STEP 3 - If the bully persists with his/her negative behaviour a BEHAVIOUR MODIFICATION PROGRAMME will be instigated and advice sought from external agencies e.g. Tutorial Support Service, Educational Psychologist, School Nurse. Both sets of parents will be informed. The parents of the bully will be interviewed to establish their role in the Behaviour Modification Programme.

STEP 4 As a final course of action TEMPORARY OR PERMANENT EXCLUSION will be considered for the bully, subject to the conditions of "Exclusion from maintained schools, Academies and pupil referral units in England" DfE, 2012 which Bishopstone will follow.

STAGE 1: home at lunchtime for a week

STAGE 2: one day's exclusion

STAGE 3: permanent exclusion

Successful Outcomes

This policy will have achieved its aim when:

- staff are responsive to bullying behaviour;
- a majority of pupils and parents feel that the school is concerned about bullying behaviour;
- fewer pupils report being bullied;
- a far greater proportion of pupils will tell a member of staff if they are being bullied;
- Bishopstone CE School furthers its reputation as 'a caring school'

Consultation

This policy has been formulated with all the staff of Bishopstone School. Governors of the school have been involved in the process through sub-committee meetings and children have been involved in curriculum time and school council meetings. The policy is available in the school office. The documents below were used within the 2012 guidance document from the DfE, 2012.

The principal legislation to which this guidance relates is:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

In order for this policy to be success every member of the school community must make anti-bullying a high priority. Everyone must be committed to ensuring our school is a safe and happy place for everyone.



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REVIEW

This policy will be reviewed annually.

Policy approved by **Emma Lindsay**

Designation **Headteacher**

Signed *Emma Lindsay*

Date..... September 2016

Review.....September 2017



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Appendix A

GUIDANCE FOR STAFF DEALING WITH BULLYING OR CONFLICT

LISTEN

- Investigate the incident; do not dismiss children as 'telling tales'.
- Model the correct behaviour yourself by staying calm, speaking quietly and not shouting.
- Ensure your body language matches what you are saying! Remember shouting, pointing your finger or standing over children can escalate rather than de-escalate the situation.
- Ensure each party has uninterrupted speaking time. Explain that everyone will have a chance to talk but it is necessary to take turns so everyone can be heard.
- Listen without pre-judging the situation or the children involved (talk to others who may have seen it if necessary, but remember they may want to support their friends).

FEEDBACK

- It is common for children to have different accounts of what happened. Move on and allow children to express how they feel about what has happened.
- Acknowledge (repeat back) how the other person is feeling and give each child the chance to describe their feelings about what they have done or experienced.

MAKING AMENDS

- Being allowed to speak and say how you are feeling releases a lot of the anger that has built up.
- Summarise what has been said and focus on what they agree on.
- Ask the children what they would like to happen/what they think should happen. Often the person being bullied only wants an acknowledgement that what happened was wrong and to be left alone in future.
- The 'bully' will often be harder in setting their own punishment than you would! For example, 'you've broken the rules by...., what do you think would be fair now? 'Lose my playtime for a week'.
- Remind the children that making amends is something you do, not something you just say.
- Don't set unfair or unreasonable punishments that will build resentment
- Let them know you will be monitoring the situation to ensure they keep to what is agreed.
- Ask the children to feedback how the other child feels about what has happened
- Separate the behaviour from the child (e.g. what they did was bad, rather than they are bad)



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Appendix B

Signs and Symptoms

- doesn't want to go on the school bus on a trip
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- 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 school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- comes home starving (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 & jumpy when a cyber-message is received