



All Saints CE Primary School & Nursery

Anti-Bullying Policy

Date written: February 2017

Last Review: October 2019

Review Schedule: Triennially (annual discussion)

1. INTRODUCTION

At All Saints Primary School we are committed to providing a caring, safe and friendly environment in which all our pupils will be happy to come and work. Bullying of any kind is unacceptable and will not be tolerated in our school. No one deserves to be a victim of bullying; everybody has the right to be treated with respect. Children who are bullying others need to learn different ways of behaving. We take all incidents of bullying very seriously.

Tackling bullying is a key element in promoting the health and well-being of children and young people and was identified in the National Healthy School Standards (NHSS 1999).

Since 1998 schools have been required by law to have a written Anti-Bullying Policy. The Race Relations (amendment) Act 2000 also requires schools to work towards stopping racial discrimination. This includes racist and homophobic bullying.

This policy should be read in conjunction with our Behaviour Policy and the Anti-racist Policy .

2. DEFINITION

At All Saints Primary School we have defined bullying as deliberately hurtful behaviour usually repeated over time, where it is difficult for those being bullied to defend themselves.

Bullying often involves an imbalance of power – perceived or real – and can be done face-to-face, through third parties or through sending messages or images by email, text or over the internet. It can take many forms, but the main types of bullying are:

- Physical – hitting, kicking, taking or damaging belongings
- Verbal – name calling, insulting, making offensive remarks (for racist incidents, this policy runs in collaboration with the Anti-Racism policy)
- Misuse of new technologies – sending texts on mobile phones, sending hurtful messages by email
- Indirect – spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours.

3. AIMS AND OBJECTIVES

Bullying is wrong and damages individual children; it causes pain, worry, fear and distress. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

We aim to make all those connected with the school aware of our opposition to bullying and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Through this policy we aim to produce a consistent school response to any bullying incidents that may occur.

4. STRATEGIES TO PREVENT OR DEAL WITH BULLYING

Strategies used to prevent or deal with incidents of bullying:

- Annual participation in national 'Anti-bullying Week' and internet safety day
- Whole school PSHE programme which focuses on developing positive relationships and social interactions

- Teachers will discuss with pupils strategies they can use if they are being bullied.
- Display agreed strategies in the classroom.
- Regular “Circle time” sessions to discuss issues.
- “Friendship Stop” in the Key Stage 1 and 2 playgrounds, and pupils trained as Peer Mentors (‘Peace Police’)
- Teach children assertiveness skills.
- Create a climate within the school where the children are willing to talk to an adult if they are being bullied.
- Each class has a thought box where children can share concerns.
- If children are experiencing problems teachers will direct or alter group dynamics in the playground after discussion with all the children.
- Individual children who need extra support may find it useful to keep a written record of problems. This record can be discussed with the teacher.
- Teachers will prioritise class time to resolve major issues immediately. They will devise strategies with the class and individuals to stop bullying.
- Parents of the children involved will always be informed if there are any concerns about bullying.
- Parents will be informed about how to distinguish between normal minor irritations and bullying. This issue will be discussed at induction meetings for new parents.

5. RECOGNISING BULLYING

5.1 Signs and Symptoms of Bullying

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

- Is frightened of walking to or from School
- 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
- Bed wetting
- 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 dinner or other monies continually ‘lost’
- Has unexplained cuts or bruises
- Comes home starving
- Becomes aggressive, disruptive and 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 an internet or text message is received

Some of these signs may seem a little ‘grown-up’ but are typically displayed by someone being bullied. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and the concerns need to be investigated.

5.2 Peer on peer abuse

Peer on peer abuse is when a child might have been abused by another child. Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement and if decided so, pupil’s behaviour may warrant a response under Child Protection, rather than anti-bullying procedures.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place (e.g. behaviour policy).

6. ROLES AND PROCEDURES

6.1 Parents’ Procedures

If you know your child is being bullied give him/her the following advice:

1. Tell them there is nothing wrong with them
2. Advise them to tell a trusted adult at School or inform the School personally (the School cannot do anything if we don’t know about it).

6.2 School Procedures

1. If the alleged bullying is happening out of School, or by a member of staff, the School’s Child Protection Policy must be adhered to.
2. The bullying incidents must be reported to a member of staff. The member of staff cannot promise confidentiality but will use professional discretion to keep the information to those who need to know and promise to do the best they can to help. We understand that it is just as likely, if not more likely, that the child will tell a Teaching Assistant or Midday Supervisor who are equally responsible as teaching staff to ensure the matter is dealt with.
3. Initial investigation into hurtful incident or allegation of bullying will be carried out to determine if the incident is classed as bullying using the Initial Investigation Form (Appendix 1). If this is the case ‘Integrated Bullying and Racist Incident Record’ form will be completed (Appendix 2), including the date, the names and ethnicity of the perpetrators and victims, the nature of the incident, and actions the school has taken in response.
4. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly.
5. In serious cases parents should be informed and will be asked to come to a meeting to discuss the problem, either with the Class Teacher or Head teacher depending on the severity and in line with our system of sanctions detailed in the Behaviour Policy.
6. If necessary, and appropriate, police or other agencies will be consulted.
7. Attempts will be made to help the bully or bullies change their behaviour.

6.3 Outcomes

1. The bully or bullies may be asked to genuinely apologise, if this is appropriate. Other consequences may take place in line with the Behaviour Policy (Section 9 and Section 11).

2. In serious cases, suspension or even exclusion will be considered, and involvement of external agencies (such as Aspects or the Rivers Behaviour Support).
3. If possible, the pupils will be reconciled.
4. After the bullying has been initially dealt with, each case will be monitored to ensure repeated bullying does not take place. This may include

7. REVIEW AND MONITORING OF THIS POLICY

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body on this, making recommendations for further improvement if necessary. The School maintains records concerning serious instances of inappropriate behaviour (including bullying) and any incidents of racism.

This Policy will be discussed annually by all staff to ensure that it provides for the School's needs, and a full review will take place every three years with any amendments being made as necessary, in agreement with the Governing Body.



All Saints CE Primary School & Nursery

Anti-Racism Policy

Date written: February 2017

Last Review: October 2019

Review Schedule: Triennially (annual discussion)

1. INTRODUCTION

Racism is a specific form of bullying. Unlike bullying, racism can be a one-off incident. If possible the same procedure takes place as for a bullying incident, although the procedure is different in a serious case.

2. DEFINITION

What is a racist incident?

Schools are required to use the following definition for recording and responding to racist incidents:

"Any incident which is perceived to be racist by the victim or any other person."

The Home Office Code of Practice explains that, "The purpose of the definition ... is to ensure that investigations take full account of the possibility of a racist dimension to the incident and that statistics of such incidents are collected on a uniform basis".

In recording incidents under this definition, it is not the intention to label individuals as racist. Records of incidents are held centrally in the school and not on individual children's or adults' records.

By recording all incidents the school is able to:

- demonstrate that they have dealt satisfactorily with incidents
- monitor trends and patterns of behaviour if they exist
- take preventative action against racism which may come into the school from society in general
- provide good educational responses to any behaviour that is of concern

Consequently, any incident which is perceived by anyone to be racist will be investigated, recorded and monitored as such. This designation does not necessarily mean that racism has occurred.

In investigating any incident as defined above the school will be seeking to establish whether any behaviour, language or expression has occurred which has caused harm or offence in relation to colour, culture, ethnic group or religion. In some incidents it may be found that the motivation was to cause harm or offence, in others it may have been unintentional, but both would still be recorded. Intentionally racist behaviour will be dealt with differently to unintentional incidents. For example, younger pupils may unwittingly use offensive language which they do not understand and did not intend.

It is important to note that racist incidents and racist bullying can be subtle and may not always be racially explicit. These kinds of incidents can be just as damaging to victims as explicit racism. Pupils may also suspect the motives and intent of their fellow pupils when perfectly acceptable language is being used. Importantly, wherever offence is caused it needs to be understood and resolved, and where it concerns elements related to colour, culture, ethnicity or religion it will be recorded as a racist incident.

It should be noted that under the prescribed definition racist incidents can occur without a victim or target being present, for example telling a racist joke or making derogatory remarks about a particular ethnic community. Such incidents will also be recorded and resolved.

Some racist incidents involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their colour, culture, ethnicity or religion. Where such an allegation is made this too will be recorded and investigated as a racist incident.

Racist incidents include (although this list is not exhaustive):

- Threatened or actual physical assault
- Verbal abuse
- Racist graffiti (on school furniture, walls or books)
- Distributing racist literature
- Wearing of badges or symbols belonging to known racist organisation
- Name calling
- Teasing in relation to language, religion or cultural background
- Expressions of prejudice calculated to offend or to influence the behaviour of others
- Intimidation

- Isolation and spreading of rumours
- Inappropriate and hurtful humour

This policy is fully consistent with and should be considered alongside the school's policy on anti-bullying but also complies with additional legal requirements for identifying and responding to racist incidents.

3. ROLES AND RESPONSIBILITIES

Headteacher and Staff

1. The Headteacher is the member of staff responsible for investigating incidents where this is required, for overseeing the application of the policy across the school, for monitoring the effectiveness of the policy and for reporting to governors. A designated governor and the Teaching and Learning Committee work closely with the Headteacher in this regard.

2. All staff are involved in dealing with racist incidents and maintaining good race relations.

3. Teachers wherever necessary will:

- immediately address any pupil's negative, stereotyped or racist response to difference related to culture, colour or ethnicity
- provide support to any pupil who has experienced offence from another person
- refer language or behaviour that has been hurtful to the head teacher for further investigation and resolution
- provide educational responses to ensure that pupils develop the knowledge and skills necessary for living in a multi-ethnic, multi-cultural and multi-faith society

4. All staff will be vigilant at all times and open to pupils' concerns about experiences of racism, being ready to listen and to take reports seriously. Distressed pupils will be supported and all incidents reported on to the appropriate member of staff.

Expectations of pupils

All pupils, as appropriate to their age and understanding, have a responsibility for promoting a harmonious school community and challenging and/or reporting racist and other hurtful behaviour (It is understood however that it may be difficult for pupils who are the targets of racism to report it.).

Expectations of parents

We always take parents' concerns seriously. However, the school can only respond to incidents that are drawn to their attention. Parents are expected to ensure that their children display appropriate and acceptable behaviour in and out of school with their school fellows. When problems arise in school we will seek the support of all parents in ensuring their children understand where and why offence has been caused and what, if any, change might be necessary to adhere to the school's Anti-Racism policy.

4. RESPONDING TO INCIDENTS

1. In responding to incidents that may occur the school will aim:

- to provide appropriate support to pupils
- to deal with any unacceptable behaviour,
- to prevent racism and discrimination and
- to re-establish good race relations across the school.

2. Support will be given to anyone who has experienced offence. Their concerns will be listened to.

3. An investigation will look into the details of what has occurred.

4. The cause of offence will be clearly identified and an educational response provided where appropriate.

5. In all cases parents should be informed and will be asked to come in to a meeting to discuss the problem, either with the Class Teacher or Head teacher depending on the severity.

6. Where offence was intentional pupils will be subject to disciplinary procedures as detailed in our list of sanctions above. Where offence was unintentional pupils will need to understand how offence was caused and be supported to make any changes necessary in their behaviour. A high priority will be placed by the school on resolving any breakdown in relationships and ensuring that pupils can move on positively from the experience.

7. Pupils who have experienced or displayed racism and their parents will be kept informed throughout the investigation and resolution of the incident.

Recording and Reporting Incidents

1. All incidents are recorded on the 'Integrated Bullying and Racist Incident Record' (Appendix 2), including the date, the names and ethnicity of the perpetrators and victims, the nature of the incident, and action taken in response. This form is to be completed by the member of staff to whom the incident was first reported.
2. Where racist incidents occur which involve any of the following, the advice of the relevant Local Authority adviser may be sought :
 - physical violence or serious damage to property
 - repeated or orchestrated harassment, including text messaging and cyber bullying
 - links with extremist groups, including distributing of racist literature
 - racist graffiti
 - absence related to a racist incident
 - exclusion related to a racist incident
3. On a termly basis the Headteacher will report numbers of incidents to the Governing Body. Individuals will not be identified in this process.

5. MONITORING AND REVIEW OF THIS POLICY

The Headteacher will monitor the effectiveness of this policy and recommend any changes to the Governing Body after each incident.

Performance indicators for preventing and dealing with racist incidents

In reviewing the effectiveness of this policy staff and governors will consider:

- the feelings of victims (and their parents) on the satisfaction of the support received and the resolution of incidents
- the continued good progress and high self-esteem of those who have been offended
- the continued good progress and high self-esteem of those who have caused offence
- whether the action taken successfully prevented repeat incidents
- the willingness of pupils (and parents) to draw their concerns to the attention of staff
- the consistency of response and confidence of all staff in following school policy
- whether good race relations are being maintained in the school community
- underlying causes for any rise in numbers of incidents, whether these were preventable and if further action or change in policy and practice is now necessary

Where review indicates that change is needed, policy and practice will be amended as part of the school improvement plan.

This policy will be discussed by staff annually, and a full review held every three years with any amendments being made, in agreement with the Governing Body.

APPENDIX 1

Initial investigation into hurtful incident or allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 warnings below confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)

- Incident was not bullying on this occasion because it was
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
 - Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

APPENDIX 2

Integrated Bullying and Racist Incident Record

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Bullying/Harassment

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Ability		
Age/ Maturity		
Appearance		
Class/Socio-economic		
Learning Difficulties and Disability		
Ethnicity/Race*		
Religion/Belief*		
Institutional Racism*		
Gender		
Homophobia		
Sexualised		
Size		

*See County Guidelines on Dealing with Racist Incidents

2. Manifestations of Bullying/Harassment (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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4. Description of incident(s)

Please give a precise account including places, date, times and any witnesses.

Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

N.B. Indicate if it is a repeat incident.

5. Action taken:
Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers informed school by <i>letter/telephone/in person</i>		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers informed school by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
Local Authority: SEA/SIP, Bully advisor or MECSS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

8. Reporting member of staff:

Name Date

9. Outcomes/actions from follow up.