



## **Policy: Anti-Bullying Policy**

**Date: January 2015 (reviewed December 2016)**

**Review date: December 2017**

**Authorised by: Governing Body**

**Updated by: PSHE Leader/Head Teacher**

### **Introduction**

**We believe that, 'The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.'** (Valuing All God's Children, May 2014)

The aim of the Anti-Bullying Policy is to ensure that all members of our school community learn and work in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and can affect anyone; it is unacceptable and will not be tolerated. A person has the right to be treated with respect and has the responsibility to treat others in the same way.

Our separate Policy on Harassment gives guidance for dealing with bullying amongst adults. This Anti-Bullying Policy is concerned with the way in which pupils conduct themselves and interact with adults and their peers around the school. It was drawn up in consultation with staff, children, governors and parents, and with reference to the Anti-Bullying Charter for Gloucestershire and the Valuing All God's Children Guidance for Church of England Schools. It should be read in conjunction with the Equality Policy, the Safeguarding Policy, the Behaviour Policy and the eSafety Policy.

As a Church of England School, we identify Christian values that underpin the whole of our community. These values inform our school's vision, aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance. The values that relate particularly to this Policy are Justice, Hope, Generosity, Compassion, Forgiveness, Trust, Truthfulness, Service, Perseverance, Respect and Responsibility.

At Upton St Leonards, we continue to have a firm commitment to the Every Child Matters Framework, and we believe that every child has the right "to be safe from bullying and discrimination."  
ECM Framework 2008

### **Definition**

In our school, we define bullying as any unkind, threatening or hurtful behaviour that is deliberate and persistent. With the children we use the expression 'Several Times On Purpose'.

Bullying may take the form of:

- physical (repeated hitting, kicking, theft)
- verbal (repeated teasing, name calling, racist or homophobic remarks, remarks linked to faith and remarks aimed at other vulnerable groups)
- indirect or psychological (spreading rumours, excluding someone from social groups)
- cyberbullying by means of internet or mobile phone

With younger children there must be a distinction made between bullying and bossiness and between bullying and boisterous play. Most young children grow out of bossiness as they become more self-controlled and learn the social skills of negotiation and compromise.

“Bullying: All children make friends, break friends, say horrible things to each other, are spiteful, tease and jostle for places in the pecking order of school and family. Bullying is something beyond that.”

Keith Sullivan: The Anti-Bullying Handbook: 2001

## **Identification**

Our school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy. Pupils are encouraged always to show courage in reporting instances of bullying.

Signs of bullying may include:

- Reluctance to go out to play
- Reluctance to come to school
- Lack of concentration
- Drop in standard of work
- Physical injuries
- Withdrawn personality
- Possessions regularly going missing
- Becoming nervous and shy
- Clinging to adults
- Exhibiting atypical aggressive behaviour

## **Our strategies for preventing bullying**

Pupil well-being has a high profile in our school, and the following measures are taken to create an inclusive and compassionate environment:

**School ethos** - Our school ethos centres on love, and is based on positive affirmation, praise and raising self-esteem. All adults in the school model respect for each other and for the children. We use the Gloucester Diocese’s Values for Life programme, which is a resource for teaching Christian values such as Forgiveness, Responsibility, Respect and Reverence, Compassion and Justice. The 18 Values underpin everything we do.

Class Charters, based on the UNICEF Rights Respecting Schools Programme are devised and agreed by each class at the beginning of the school year.

**Curriculum** - Through various curriculum activities, children will be taught about their responsibilities and the consequences of their behaviour. They will be taught to understand their own and other people’s feelings. They are taught about friendship and relationships, fairness and justice. Issues such as prejudice against disabled people, sexism, racism and homophobia are discussed in a sensitive and age-appropriate manner. We also run a yearly Anti-Bullying Week (Friendship Week in the Infants), where the profile of the issue is raised and the children are encouraged to discuss the causes and prevention of bullying.

**Cyber Bullying** - In Computing, children are taught about responsible use of the internet, and approved websites support discussions. All use of the Internet is closely supervised, and is in line with our Acceptable Use Policy. Children's mobile phones are not allowed in school. We teach the children to understand what constitutes cyber bullying and we give them the skills to deal with it – that is to enable them to be tolerant and assertive (see Appendix A and B).

London Grid for Learning provides us with our eSafety programmes of study. Schemes of work for each year group within the programme of study teach pupils how to cope with bullying in different forms of the media and how to protect themselves in the future. Assemblies and PSHE lessons ensure that the focus on Anti Bullying and eSafety is maintained throughout the year.

The eSafety Policy applies to all members of the school community who have access to and are users of the school ICT systems. Incidents of cyber bullying will be dealt with within the Anti Bullying Policy and the eSafety Policy.

**Pupil Voice** - Children are positively encouraged to report all occurrences of bullying. The School Council is consulted on issues to do with Behaviour and Bullying and helped to review this policy. The school has trained Peer Mediators<sup>1</sup> in Years 5 and 6, and Playground Friends and a Friendship Stop outside. Classes have opportunities for 'Bubble Time'<sup>2</sup> with the teacher or can request support through a 'Talk Box'. A 'buddy system' may also be used, where a younger child is partnered with a Year 6 for support. The School Council is also used, together with Pupil Voice and surveys, to monitor the children's experience of bullying and the effectiveness of the policy.

**Personal Social and Health Education (PSHE)** – Curriculum time and resources are used for relevant units of work. Whole class interventions such as Circle Time are regularly used by teachers to enable children to explore issues and dilemmas. Children are taught that knowing about bullying by or to others and doing nothing, is unacceptable. The Cambridge Scheme of Work and SEAL (Social and Emotional Aspects of Learning) are used to support our Behaviour Policy in relation to bullying.

**Communication** – We publicise the fact that bullying is not acceptable in our school and that all allegations of bullying will be investigated. We use our prospectus, website, Home-School Agreement, governors, and newsletters – as appropriate – to inform parents of our policy. The Steering Group was instrumental in the review of the policy, and has helped communicate this to parents. All staff are made aware of the policy, and can access it in hard copy, on the school website and on the school ICT network (T Drive > Policies > Ethos).

---

<sup>1</sup> Peer Mediators - Our Year 5/6 children receive training in techniques of conflict resolution, which develops their skills in dealing with a range of situations commonly encountered in school and provides them with an important life skill. This work also focuses on raising children's self-esteem, and allows them to participate actively in the behaviour policy of the school. Once trained, the children may be Peer Mediators and available for consultation by children concerning those minor squabbles and disagreements that are an everyday part of community life. Throughout their training the children are carefully briefed on the sorts of situations they may help with and those that they may not.

<sup>2</sup> Bubble Time or Chat Time gives children the opportunity to share issues with an adult in school.

**Supervision** – All staff are watchful and observe the social relationships developing in a class. We ensure that there are no ‘unsafe’ areas in the school and that supervisors are able to monitor areas where children play. We ensure that Teaching Assistants and Midday Supervisory Assistants are informed of any bullying incidents, and are advised how to identify any likely incidents that might occur in the hall or in the playground.

**Vulnerable groups** – the school keeps a log of vulnerable groups, including Free School Meals, Pupil Premium, EAL, EMG, SEND, and other children specified by the class teacher. These children are monitored. ‘Specific children’ is a regular item on the Staff Meeting Agenda, and awareness can be raised and maintained of children who have been involved in incidents of bullying.

### **Our procedures for dealing with bullying**

We have two main aims when reacting to bullying:

1: To make the child who has been bullied feel safe.

2: To encourage better behaviour from the child who has displayed bullying behaviours.

The following steps should be taken when dealing with incidents:

- Incidents will be investigated immediately by the member of staff who has been approached
- If incident requires action, notes will be written on the Log Sheet/Action Sheet and the following process is to be used
- Meeting with SMT, class teacher, parents and child (select as appropriate) to discuss and agree action plan
- Meeting and agreement documented
- Date for weekly or fortnightly review meeting put in diary
- Actions and date for review meeting shared with parents
- SMT and class teacher instigate actions
- Review meeting with SMT, class teacher, parents and child (select as appropriate) – actions reviewed, revised and agreed
- Meeting and agreement documented
- Date of next review meeting put in diary
- Outcome of meeting shared with parents if not present, progress and problems discussed
- Process repeated
- Review meetings can become further apart as appropriate until case closed
- Can be re opened at any time as necessary

As a Christian community, we put an emphasis on reconciliation, compassion and forgiveness, and it may be appropriate to ask the bully (bullies) to apologise.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice;
- reassuring the pupil;
- offering continuous support (eg through the buddy system);
- restoring self-esteem and confidence through teaching of assertiveness skills;
- Learning Mentor.

Pupils who have bullied will be helped to change their behaviour by:

- discussing what happened;
- discussing why they became involved;
- establishing the wrong doing and need to change;
- informing parents or guardians to help change the attitude of the pupil;
- teaching of social skills by the class teacher, TA, Special Educational Needs Coordinator or outside specialist;
- raising empathy for the victim, and promote friendship, using Restorative Justice techniques;
- teaching them to be assertive rather than aggressive;
- support from our Learning Mentor.

The following disciplinary steps can be taken:

- official warning by the Head Teacher to cease offending;
- withdrawal of playtime/s;
- internal exclusion;
- exclusion from certain areas of school premises;
- fixed-term exclusion;
- permanent exclusion.

It is important to

- try first to mediate so that pupils are given a chance to resolve things peacefully, if possible;
- realise that some pupils do not appreciate the distress they are causing and are willing to change their behaviour;
- help bullies to understand that their behaviour is completely unacceptable and that they must take responsibility for their actions, apologise and make amends;
- use sanctions if initial attempts to stop the bullying fail;
- record repeated and or serious incidents of bullying so that trends in a class or with certain pupils can be monitored and stopped;
- inform parents/guardians about bullying incidents and what action is being taken - in serious cases, ask them to come to a meeting to discuss the problem;
- make it clear that exclusion will be considered in serious cases.

## **Roles and Responsibilities**

### **The Role of Governors**

- The Governing Body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The Governing Body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Head Teacher, and asks her to conduct an investigation into the case, and to report back to a representative of the Governing Body.

### **The Role of the Head Teacher**

- Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.
- The Head Teacher reports to the Governing Body about the effectiveness of the Anti-Bullying Policy on request.
- The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments.
- The Head Teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The Role of the Teacher and Support Staff**

- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will follow the steps outlined above.
- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all.

## **The Role of Parents**

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- Parents have a responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school. In this school, we actively discourage children from 'fighting back'. We encourage parents to remember that they are role models for their children.
- We stress with parents the importance of challenging homophobic comments in school, and use the Guidance from the Church of England ('Valuing all God's Children') to add weight to our stance on this.
- We believe that if a child has a problem caused by someone else, then the correct way of dealing with it is to tell a grown-up. This is how the problem gets sorted out - not by retaliation or confrontation.
- Parents need to be aware of this policy in school and we ask for their support in reinforcing and implementing it.

## **The Role of Pupils**

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Pupils are also taught that, as members of our school community, they have responsibilities to each other, should make their own choices and should not 'go along with the crowd'.
- Pupils are required to sign the Class Charter as an acknowledgement of their understanding of their rights and responsibilities.

## **Monitoring, evaluation and review**

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors on request about the effectiveness of the policy.

The Anti-Bullying Policy is the Governors' responsibility, and they review its effectiveness annually. The Chair of Governors does this by examining the school's anti-bullying records, where incidents of bullying are recorded, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, homophobic bullying or bullying directed at children with disabilities or special educational needs.

We will know if this policy is working by:

### **Specifically:**

1. The victim is no longer being bullied – as evidenced verbally i.e. able to articulate positive feelings, and by positive behaviour e.g. happy, smiling, willing to participate in activities, good attendance, self esteem is high.
2. The bully is no longer bullying, self esteem is high.

**Generally:**

1. Children are tolerant and assertive and well informed as to strategies to combat bullying.
2. The incidents of bullying are being dealt with effectively, with parental satisfaction, and surveys, pupil voice, circle time discussions and peer mediation records support this.
3. Children willingly use the language of compassion and forgiveness and actively seek reconciliation.

## **Appendix A**

### **Assertiveness Training for our children**

We want to teach children positive ways of dealing with conflict situations which they are faced with in everyday life.

In our school we teach these skills through role play from the point of view of the victim and the bully.

We teach them to....

State clearly what we don't like:

"I don't like it when you .... kick me .... Please stop."

"I don't talk to you like that and I'd appreciate it if you'd stop talking to me like that, thanks very much."

Speak in a firm, not angry voice.

Look in their eyes firmly (but not in a threatening way.)

Stand tall – (body language is important).

Stay in control of themselves.

Walk away (not run) from the situation and towards an adult if necessary.

Most children do not find this easy, so the skills do need to be taught and practised.

### **Fogging**

When people are horrible to us, we want to be horrible back. The trouble with this is that we might get hurt, they might be even more unkind and we might even get into trouble (which is really not fair, but it does happen!)

Fogging can give us a way to stop the things the people bullying us might say from hurting us, and can also stop us from 'rising to the bait' (which lets them win).

Remember that the person bullying you is often saying things about you because of something that is wrong in their life. Or they may enjoy the fact that they can 'wind you up', especially in front of an audience. Often what people who bully like is the feeling of power they get when you react as they want you to. Fogging stops them from getting this pleasure, but doesn't put you in danger.

### **Fogging – How to do it**

Remind yourself that

The person bullying you has said this to many other people – what they say tells us more about them than you.

They want to see a good reaction – take away the satisfaction!

Imagine a great fog around you which swallows up insults so they cannot get under your skin.  
Use a normal, bored-sounding voice and say something neutral (that doesn't make them mad)

'yeah, whatever'  
'if you say so'  
'well, you could be right'  
'maybe'  
'ummm'  
'yes, that's true (eg I do wear glasses)'

Make sure your body language, tone of voice and the words you use all give the same message:  
'I'm really not bothered by anything you say or do.'  
Stick with it. It probably won't work the first time.

## Appendix B

### HELP ORGANISATIONS:

#### 1 General advice on bullying/sources of help

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

Anti-Bullying Network [www.antibullying.net](http://www.antibullying.net)

Beat Bullying [www.beatbullying.org](http://www.beatbullying.org) Email: [hello@beatbullying.org](mailto:hello@beatbullying.org) Tel: 0208 771 3377

Bully Online [www.bullyonline.org](http://www.bullyonline.org)

Bully.org [www.bully.org](http://www.bully.org)

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

Beyond Bullying (Leicestershire Anti—Bullying Team) [www.beyondbullying.com](http://www.beyondbullying.com)

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

#### 2 Cyberbullying

Chatdanger [www.chatdanger.com](http://www.chatdanger.com)

Childnet International [www.childnet.com](http://www.childnet.com)

Email: [info@childnet.com](mailto:info@childnet.com) Tel: 020 7639 6967

Dot Com Children's Foundation <http://dotcomcf.org>

Think U Know [www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/)

Hector's World [www.thinkuknow.co.uk/5\\_7/hectorsworld/](http://www.thinkuknow.co.uk/5_7/hectorsworld/)