

## ST ANNE'S ANTI-BULLYING POLICY

<b>Person Responsible:</b>	<b>H/T and DHT</b>
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<b>Reviewed by:</b>	<b>Anti-Bullying Co-ordinator – L.Dimech</b>
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### **Mission Statement**

**With Christ at the centre of our lives, we live out our call to serve the young.**

**'It is not enough to love children. They must know that they are loved.' Don Bosco.**

At St Anne's Catholic Primary School (in line with 'Every Child Matters') we promote the Christian growth of pupils in a safe, caring environment where everyone is valued not just for what they do or give, but for who they are. Children are encouraged to achieve their full potential spiritually, academically and socially; where talents and successes are shared and celebrated. This friendly environment allows them to learn effectively, improve their life chances and help them maximise their potential.

Our staff work and grow together as a team, giving of their best and supporting each other. All members of our community are made to feel welcome and encouraged to take an active part in the life of the school.

We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying and cyberbullying. We want them to feel confident to seek support from school should they feel unsafe.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated (**Safe to Learn 2007**).

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential. **Preventing and Tackling Bullying (July 2017)**

Every member in our school community has a responsibility to ensure that bullying behaviours are not tolerated and bullying of any kind is unacceptable behaviour. Every member of staff will act upon any incidences of bullying.

**Aims of the policy**

At St Anne's Catholic Primary School we do not accept any form of bullying. Every effort is made:

1. To create a safe, caring and friendly environment for all our children to allow them to learn effectively, improve their life chances and help them maximise their potential.
2. To ensure that all our pupils feel safe in school, including that they understand the issues relating to safety; such as bullying, including cyber-bullying and that they feel confident to seek support from school should they feel unsafe or threatened.
3. To reduce and to eradicate, wherever possible, instances in which pupils are made to feel frightened, excluded or unhappy and wherever possible, instances in which pupils are subject to any form of bullying.
4. To respond effectively to all instances of bullying that are reported to us.
5. To establish a means of dealing with bullying, and of providing support to pupils who have been bullied.
6. To provide support for pupils who are accused of bullying, who may be experiencing problems of their own.
7. To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it.
8. To meet any legal obligations in conjunction with Section 89 of the Education and Inspections Act 2006 which states that that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

**Principles that underpin the policy:****For pupils who experience bullying that:**

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place □ They are helped to rebuild confidence and resilience □ □ They know how they can get support from others.

**For pupils who engage in bullying behaviour that:**

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They will learn how they can take steps to repair the harm they have caused.
- They will have any safeguarding issues, around their circumstances, addressed
- Schools are aware of other circumstances and situations that may be influencing the child's behaviour **For schools:**

- The whole school community is clear about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school

- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying
- Peer support systems are in place to prevent and respond to bullying
- The school has addressed site issues and promotes safe play areas
- All staff are aware, and model positive relationships
- The school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities.
- That inclusive values are promoted and underpin behaviours and school ethos

### **For parents / Carers**

- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can complement the school on the antibullying policy or procedures.

### **Policy Development**

This policy was formulated in consultation with the whole school community. This includes staff, governors, parents/carers and children.

The School Council have contributed to the development of the policy through discussions and a pupil friendly version of the policy has been written. This policy is displayed throughout the school and children will be given a copy to put in the planners.

**At St Anne's, we believe that bullying is not acceptable in any form or in any context.**

### **Links with other policies**

Behaviour Policy

Safeguarding Policy

Acceptable Use Policy - Cyberbullying and internet safety

Equalities and diversity Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability

PSHE and Citizenship Policy

Complaints policy

Confidentiality Policy

Well Being Policy

Staff Behaviour policy (Code of Conduct)

RSE policy

### **Roles and Responsibilities**

1. The **Head Teacher** – Mrs Leanne Harris Their responsibilities are:

- Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Antibullying coordinator who will have general responsibility for handling the implementation of this policy.

2. The **Anti –bullying Coordinator** in our school is: Ms Leigh-Anne Dimech.

Other anti-bullying leaders: Mrs Hanorah Murphy, Miss Natasha Bissett, Mrs Lynda Simpson and Miss Sam Ranger.

Their responsibilities are:

Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies.

- Co-ordinating strategies for preventing bullying behaviour
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies.
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents and ensuring that these are added to CPoms
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour
- Where bullying outside school is reported to school staff, it should be investigated and acted on (DfE Preventing and tackling bullying – October 2014).
- Ensure that this policy is available to everyone in the school community via the school website.
- Review and update this policy bi-annually.
- Organise events, assemblies and visits to promote anti-bullying in our school eg Gripping Yarns, NSPCC visits etc. Participate in national events eg Anti-bullying Week.
  - Promote resilience in the school.

3. The **nominated Governor** with the responsibility for Anti-bullying (Behaviour) is: Lyn Derrington.

Their responsibility is:

- To support the Head teacher and staff in all attempts to eliminate bullying.
- To ensure policy and procedures are in line with "Working Together to Safeguard Children" (2015) and "Keeping Children Safe in School" (2018)

#### 4. Class teachers:

##### **Their responsibility is:**

- To promote positive behaviours in their class at all times to establish a climate of respect.
- To ensure that pupils understand what bullying is and what procedures to follow, who to tell and sanctions given should be made clear. □ To take ownership of bullying incidents.
- To make children aware that they must tell an adult if they are being bullied.
- To promote the policy and procedures through lessons across the curriculum.
- To follow the school procedures for dealing with bullying incidents.

### **Definition of Bullying**

#### **What does bullying look like?**

D of E definition of bullying from 'Preventing and Tackling Bullying' (October 2014)

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

The Anti-Bullying Alliance (ABA) defines bullying as "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace." (ABA 2014)

An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the descriptions of bullying.

#### **How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?**

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying)
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups

## Why are some children and young people or adults, more vulnerable to being bullied?

### Specific types of bullying include:

- **Bullying related to race, religion or culture** which refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.
- **SEND bullying** related to special educational needs or which is the deliberate bullying of any person because of a Special Educational Need or disability the victim may have.
- Bullying related to appearance or health.
- **Sexist/ Gender/ Homophobic Bullying** relating to sexual orientation and gender orientation e.g. transgender/questioning/pan, as well as referring to any unwanted physical contact or sexist comments.
- **Bullying of young carers or looked after children** or otherwise related to home circumstances. "The term young carer should be taken to include children and young people under 18 who provide regular or ongoing care and emotional support to a family member who is physically or mentally ill, disabled or misuses substances... a young carer becomes vulnerable when the level of care-giving and responsibility to the person in need of care becomes excessive or inappropriate for that child, risking impacting on his or her emotional or physical well-being or educational achievement and life chances." ADASS and ADCS (2012) Working Together to Support Young Carers
- **Peer on peer abuse** when some allegations are so serious that they may raise Safeguarding concerns. Refer to Safeguarding and Child Protection Policy – Section 23

### Bullying can be:

- **Physical**, e.g. kicking, hitting, taking and damaging belongings
- **Verbal**, e.g. name calling, taunting, threats, offensive remarks
- **Relational**, e.g. spreading nasty stories, gossiping, excluding from social groups
- **Cyber**, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming. (See separate section on cyber bullying – appendix 1)

**Bullying can take place between: young people; young people and staff; between staff; individuals or groups,**

Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who are/perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

### What does bullying look like?

#### Bullying can include:

- cyber bullying - inappropriate text messaging and e mailing; sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced

Sexual Imagery); offensive or prejudice comments/posts on social media

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.
- prejudice-related behaviour
- controlling behaviour
- intimidation

**Bullying is therefore a combination of the following:**

- A deliberate intention to hurt or humiliate another individual or groups, physically or emotionally.
- Repeated, often over a period of time.
- A power imbalance that make is difficult for victims to defend themselves. The power may be physical, psychological, derived from an intellectual imbalance or by having access to the support of a group or the capacity to socially isolate.

Although bullying can occur between individuals, it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. At our school, we stress the role of the bystander – the person who can intervene and help the situation. Research shows that bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene (Pepler).

We encourage the bystander to get involved as opposed to watching and colluding any bullying they witness. This is done through curriculum work/assemblies/PSHE and these roles are explained to the children. This also includes what they should be doing, how to deal with a bullying incident and how they will be supported.

**Behaviour that is not bullying** Bullying

is not:

- falling out with people resulting in name-calling, threats or physical violence.
- short-term arguments.
- a fight or quarrel between children of equal power and strength.
- occasional teasing.

This behaviour is not acceptable and will be dealt with appropriately but we do not consider it bullying.

**Why are some children, young people and adults, more vulnerable to becoming bullies?**

- Family background
- Social deprivation
- Trauma/loss in the family
- Domestic violence/abuse/bullying in the home

- feeling powerless or having low self-esteem
- trying to get admiration and attention from friends
- fear of being left out if they don't join in
- not understanding how someone else is feeling
- taking out their angry feelings
- a culture of aggression and bullying
- being bullied themselves (including historical bullying)
- social issues or family issues
- gender
- peer pressure
- being seen as being different
- inability to express feelings and emotions

### **Effects of Bullying**

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual.

Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

Safe To Learn – 2007

St Anne's Catholic Primary School understands that all in the community should be alert to a range of indicators that a person is being bullied. Anti-bullying strategies will include a range of regular monitoring checks to minimise risks for our children.

### **Developing and promoting Resilience and Emotional Well-being. This is what we do at St Anne's Catholic Primary School:**

- Solution focused approach – involving and including all parties
- Ensuring a Pupil voice – pupil friendly literature and information
- PSHE and Citizenship programmes(e.g. SEAL
- Pastoral systems
- Healthy Schools
- TAMHS
- CAMHS
- Nurture provision
- Restorative Approaches
- Index for inclusion
- Safer Surrey
- Peer Mentors/buddies
- ELSA support
- School counsellor
- Social Skills groups
- Community Links
- Smart Moves (Eikon – Building resilience programme)

### **Strategies for Preventing Bullying**

As part of our ongoing commitment to the safety and welfare of our pupils we at St Anne's Catholic Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Restorative Approaches
- Involvement in SEAL including Anti-bullying Unit.

- Involvement in Healthy Schools
- Anti-Bullying/Friendship week
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice through School Council
- Peer mentoring schemes
- Playground Buddies
- Famous Five awards
- Staff training and development for all staff
- Counselling
- Assemblies – school led and outside agencies/charity led e.g. Gripping Yarns, NSPCC
- Good quality role models
- High profile response to bullying
- E-safety embedded into the curriculum. Parents informed of procedures at 'Meet-the teacher' meetings.
- Worry boxes in all classes.
- The School is committed to a policy of working with all pupils in the school to raise self-esteem, co-operation and creative problem solving.
- All areas are adequately supervised and problem areas visited more often, i.e. cloakrooms, the cage, football pitch and small nooks and crannies.
- All members of staff are aware of the School Policy on anti-Bullying and are committed to its consistent application. Adults on duty watch for 'aggressive' situations, and also children who are isolated.
- Knowledge of pupils who are bullies, or pupils being bullied, is shared.

Some bullying is deliberate but some may not be, especially where very young children are involved. Sometimes children are unaware of the effect their behaviour is having on others. Bullying is behaviour that has not been observed and corrected by an adult and where there is not real empathy for the victim.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

We ask families to share any concerns with us as part of our duty of care for their child and we will share our concerns with them to support all our community as effectively as possible. Occasionally this will mean that we as a community may need to help a child become aware of the impact of their behaviour/ attitudes or language on others and work with them over time to change.

### **Reporting and Responding to Bullying Procedures**

**All reported incidents will be taken seriously and investigated involving all parties.**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

### **The Role of Teaching staff**

**If an incident takes place, the teachers will follow the procedure below:**

- Restorative approach (Six questions) used to initially resolve the situation. This approach is used across both key stage 1 and 2.

Key stage 1 questions	Key stage 2 questions
1. What happened?	1. What happened?
2. Who has the wrong thing been done to?	2. What were you thinking at the time?
3. How do you think they feel?	3. What have you thought about since?
4. What were you thinking at the time?	4. Who has been affected by what you have done?
5. What have you thought about since?	5. In what way have they been affected?
6. What do you think you need to do to make things right?	6. What do you think you need to do to make things right?

- Class teacher should be informed. If behaviour is repeated the teacher will log the incident on CPoms.
- Class teacher then takes responsibility for investigating and mediating the situation. They will keep a record of the incident that involves children in their class and enter the information onto a log which is kept centrally.
- When any bullying taking place between members of a class, the teacher will deal with the issue immediately, in accordance with the school procedure, including counselling and support for both the victim and perpetrator of the bullying.
- Children will be listened to and the class teacher should talk to both the victim and perpetrator/s together to resolve the incident.
- Staff across the key stage to be informed and will be vigilant during break and lunch times.
- The bullied child/ren will know what to do if future incidents occur.
- The bullying child/ren to know that their behaviour is inappropriate and bullying in the school is unacceptable.
- Teachers will exercise their professional judgement on each individual case in relation to the definition of bullying. This may include involving parents.
- If the class teacher refers the matter to the Designated SLT member, they will review the log and continue the investigation.
- The outcome of the investigation and subsequent action will be decided by the class teacher, Anti-bullying co-ordinator and the Head teacher.
- Some children have genuine difficulty in responding to normal incentives or sanctions. In such cases, an individual behaviour programme with clear behavioural targets agreed will be implemented.

### **Teachers' Toolkit for Prevention**

- Get an adult to monitor, especially during break and lunch.
- Named adult to accompany identified children with problems and issues.
- Separation plan to be put in place for children involved, including class groups, playgrounds and the dinner hall.
- 'What if' approach modelled and explained.
- Ensure that the named person is in the presence of the children and is approachable at all times.
- School Council to promote Anti-Bullying Policy. Posters to be displayed around the school.

### **The role of parents:**

Parents have an important part to play in our anti-bullying policy. We ask parents to consider carefully whether the behaviour is actually bullying.

### **Possible indicators of bullying include:**

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- eating disorders
- self-harm or even for extreme cases potential suicide

#### **Parents should also:**

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child on the playground or their parents or involve an older child to deal with the bully. Please inform school immediately and we will deal with it following the school procedures.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help. If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately. Remember incidents are confidential.
- Do not discuss them with other parents on the playground. Speak to school staff if you have concerns. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head Teacher. If they are still concerned, they should contact the Governing Body.

Ensure that you monitor your child/ren on the internet. A reminder to parents that the majority of social networking sites require the children to be 13 years or older. If you allow your child on these sites, then you should monitor it very closely.

**Parents should not post anything on social media which could be linked to any bullying incidents.**

#### **The role of Children:**

##### **If you are being bullied:**

- **Generally it is best to tell an adult you trust straight away (normally your class teacher). You will get immediate support.**
- **Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you,**
- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.

- Stay with a group of friends/people. There is safety in numbers.
- Be strong inside – say “No!” Walk confidently away. Go straight to a teacher or member of staff.
- If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.
- Fighting back may make things worse – don't do it.

### **Recording bullying:**

**Bullying incidents will be recorded by the member of staff who deals with the incident and this will be recorded on CPoms. The headteacher – Leanne Harris - and the anti-bullying coordinator – Leigh-Anne Dimech - will be notified.**

### **When an incident of bullying is reported:**

- Adults must investigate and record an incident on CPoms. This will then be logged on a central log monitored by the Head or Deputy Head. If proven, direct action must be taken and recorded.
- Adults who know the children should be used to encourage honest and direct discussion

### **One of the following sanctions may be used:**

1. Restorative approach.
2. Teacher meeting with parents to make them aware of incidents
3. Children told explicitly that behaviour is unacceptable and must not happen again.
4. Work out a solution and make it clear to all parties.
5. Children will complete a reflection form which is named and dated.
6. If bullying behaviour continues the matter will be referred to the headteacher.
7. The headteacher will decide the outcome.

### **Help from School Council**

The problem of bullying will be an item on the agenda on School Council meetings each term, during which the effectiveness of the policy can be assessed with feedback from the class representatives. Ideas and suggestions from the pupils will be welcomed.

### **Safeguarding:**

All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the headteacher and the DSL will consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in PSHCE education. The school safeguarding curriculum map addresses all the aspects of this policy.

### **Contacting Surrey Police**

Surrey police advise that where anyone wants to talk to them about bullying concerns, unless there is an emergency situation requiring attendance, they should contact Surrey Police on the general police number 0845 1252222 or 101 so that a report can be taken. This report will then be directed to the appropriate department (North, West or East Surrey) and a decision made as to whether the PPIU (Public Protection Investigation Unit) or Borough Police team for the School Liaison officer or Youth Affairs officer is contacted.

Whilst schools need to promote an ethos of zero tolerance towards bullying, and have systems to prevent, identify and resolve, police may need to be consulted and involved where necessary.

The Surrey Police policy relating to hate crime in schools is that minor cases, such as namecalling by children, can be effectively dealt with by the school. Where the incident being reported includes aggravating factors and/or has resulted in physical assault the incident should be recorded as a crime in accordance with the Hate Crimes Manual.

Alternatively, go to the Surrey Police website: [www.surrey.police.uk](http://www.surrey.police.uk) and click on 'Find your local policing team' on the top right hand side of the screen.

### **Recording Bullying and Evaluating the Policy**

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be made available to the governors in an anonymous format as part of the annual report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

### **CONCLUSION**

Bullying may occur in this school as it does in every other school but it is our intention through this policy to keep this to a minimum. Our pupils are complimented on how polite and kind they are. All staff are committed to promoting a caring and friendly school.

This policy should be read in conjunction with the Behaviour Management Policy, PHSE Policy and Safeguarding and E- Safety Policy.

**Anti-bullying co-ordinator and ICT lead have both been CEOP trained.**

The following websites may be useful:

[www.anti-bullyingalliance.or.uk](http://www.anti-bullyingalliance.or.uk)

[www.antibullying.net](http://www.antibullying.net)

[www.scre.ac.uk/bully](http://www.scre.ac.uk/bully)

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

[www.childline.org.uk](http://www.childline.org.uk)

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

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

**You may find the following telephone numbers useful:**

- o Advisory Centre for Education (ACE): 0808 800 5793
- o Children's Legal Centre: 0845 345 4345
- o KIDSCAPE
- o Parents Helpline (Mon-Fri, 10-4): 08451 205 204
- o Parentline Plus: 0808 800 2222
- o Youth Access: 020 8772 9900

**Everyone has a responsibility to stop bullying.  
Bullying should never be suffered in silence.  
Together we can beat bullying.**

Appendices and reference documents and related policy/guidance:

**APPENDIX I – Child friendly policy created by the School Council 2018-2019 What is Bullying?**

In our school a bully is someone who hurts someone again and again and again, by deliberately using behaviour which is meant to hurt, frighten or upset another person.

**When is it bullying?**

Bullying is done on purpose, it's not an accident. For example, if someone hurts you during a game by accident that is not bullying, but if every time you played a game they hurt you, or your feelings that would be bullying.

**What to do if you are being bullied:**

- Do tell the bully to STOP because they are being unkind!
- Do tell a friend or a peer mentor, what is happening to you.
- Do use the classroom worry box so your teacher knows you are sad or worried.
- Do tell a teacher what is happening.
- Do tell your parents.
- Do keep telling until someone listens!

**What not to do if you are being bullied:**

- Don't do what they say.
- Don't get angry or look upset.
- Don't hurt them back.
- Don't think it's your fault.
- Don't hide it.
- Don't worry everything will be okay.

**What will happen to a bully?**

Teachers will get involved and help to STOP the bullying.

**At St Anne's everyone will work together to:**

Make our school a place where everyone can feel safe and happy. That means no bullying allowed.



### Reporting and Responding to Bullying Procedures

All reported incidents will be taken seriously and investigated involving all parties. Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Children and young people in school	Parents / Carers	Staff or visitors	Bystanders
Talk to any member of staff, place a note in the worry box, PSHE lessons, peer-mentors (KS2 only), refer to Pupil's Anti-bullying policy.	Talk to class teacher in the first instance (face to face, email and phone call) and a member of the senior leadership team, including the headteacher if it persists (face to face, email and phone call).	Talk to a member of staff a member of the senior leadership team.	Talk to any member of staff, or peer-mentor (KS2)

**At St Anne's we have developed a consistent approach to recording and monitoring bullying incidents in school, and evaluating whether these approaches are effective. All reported incidents will be taken seriously and investigated involving all parties.**

1. The incident is reported (see above)
2. Where possible the class teacher interviews all parties and records all information. If a class teacher is unavailable a member of anti-bullying team (SLT) will interview all parties and record all information.
3. Restorative approach (Six questions) used to initially investigate the situation. This approach is used across both key stage 1 and 2.

Key stage 1 questions	Key stage 2 questions
1. What happened?	1. What happened?
2. Who has the wrong thing been done to?	2. What were you thinking at the time?
3. How do you think they feel?	3. What have you thought about since?
4. What were you thinking at the time?	4. Who has been affected by what you have done?
5. What have you thought about since?	5. In what way have they been affected?
6. What do you think you need to do to make things right?	6. What do you think you need to do to make things right?

4. The person(s) will exercise their professional judgement on each individual case in relation to the definition of bullying. The matter may also be referred to one of the anti-bullying team or the headteacher.
5. The outcome of the investigation and subsequent action will be decided by the class teacher, anti-bullying team (SLT) or the Head teacher.

### **Sanctions and next-steps (If deemed as bullying)**

One or more of the following may be used as a sanction or next step and parents will be made aware of any sanctions and next-steps.

1. Further restorative work.
2. Children told explicitly that behaviour is unacceptable and must not happen again.
3. Work out a solution and make it clear to all parties.
4. Children will complete a reflection form which is named and dated.
5. Staff across the key stage to be informed and will be vigilant during break and lunch times or a designated adult may be asked to monitor, especially during break and lunch.
6. The bullied child/ren will be given a named adult to go to if future incidents occur.
7. A separation plan may be put in place for children involved, including class groups, playgrounds and the dinner hall.
8. 'What if' approach modelled and explained.
9. Some children have genuine difficulty in responding to normal incentives or sanctions. In such cases, an individual behaviour programme with clear behavioural targets agreed will be implemented.
10. If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the headteacher and the DSL will consider implementing child protection procedures.

If a number of next steps are involved or/and a number of children are involved an action plan will be drawn up to include named personnel. This will be shared with the children involved and their parents. All next - steps should be reviewed regularly, at least every two weeks.

### **Recording bullying**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be recorded on CPOMs. Any additions to the incident (s), e.g. sanctions, next steps, communications with parents etc. will be recorded as actions on CPOMs. The headteacher, Leanne Harris, the anti-bullying co-ordinator, Leigh-Anne Dimech, and the other members of the anti-bullying team will be notified via CPOMs.

The information on CPOMs will be analysed every half-term by the deputy headteacher, Hanorah Murphy. This will be used to identify trends and inform preventative work in school development of the policy by the anti-bullying team. This information will then be presented to the governors in an anonymous format as part of the termly heads report.