



Steyning C of E Primary School

Anti-bullying Policy

“Do Everything in Love; we do our best in all we do and all we say with God’s help.”

Approved by:	[Mary Smith]	Date:	[22 April 2021]
Last reviewed on:	[22 April 2021]		
Next review due by:	[April 2024]		

At Steyning C of E Primary School (in line with ‘Every Child Matters’) we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

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

ROLES AND RESPONSIBILITIES

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

The Anti –bullying Coordinator in our school is: **Sue Harrison**

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is: **Mary Smith**

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DEFINITION OF BULLYING

‘Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’. *Safe to Learn: embedding anti bullying work in schools (2007)*.

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.

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.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

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’.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

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- Certain groups of pupils 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 may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

STRATEGIES FOR PREVENTING BULLYING

As part of our policy we ensure that all children are involved on a yearly basis in developing a class contract, which stays on display on the classroom wall.

This ensures that all children from their first day in their new class are aware of the acceptable levels of behaviour and the parameters in which they must work. The whole school also follows a clear behaviour ladder for consistency.

Staff are quick to inform colleagues of important problems with pupils including behavioural issues. Children of concern are also raised weekly with all staff. All bullying incidents are written up and followed up.

Parents are telephoned in all but the most minor behavioural incidents involving their children. There is communication with parents to confirm if more important detentions have been metered out.

Staff offer a team approach to the pastoral support of pupils.

Commencing with the class teacher and head of year (Team Leader), issues can be taken further to the senior leadership team by pupils who have more sensitive concerns.

The learning mentors also play a vital role with pastoral support.

THE PROCESS AND PROCEDURE WHEN BULLYING TAKES PLACE

When a 'bullying situation' is drawn to the attention of a member of staff it is very important that they investigate this to determine:

- a) Whether this is a random event OR/
- b) an act that is starting to occur on a more regular basis and needing to be identified as bullying and dealt with as such.

In either situation (a) or (b), the problem must be addressed and dealt with.

In situation (b) this must happen as rapidly as possible thereby preventing witnesses to collude or be influenced by the main parties in the dispute.

Children must not be released into the next break-time or allowed to go home until statements, at least, have been taken.

If home time does arrive then parents should be informed directly that action is being taken.

For repeat, or more serious offences, an SLT member should be informed who may take over or offer relief time for the investigation to be carried out.

PROCEDURE – WHEN BULLYING IS SUSPECTED

The victim, alleged aggressor and any witnesses should be interviewed separately and notes taken as evidence of what has occurred.

Use the Incident Record form attached (Appendix 2).

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Support the victim by:

- ensuring that the pupil feels that he or she is listened to
- assuring the pupil that all incidents of bullying are taken seriously
- reassuring the pupil by explaining how he or she will be supported
- reassuring the pupil by explaining how the incident will be dealt with

The victim should ideally also be supported by the member of staff he or she has confided in. The disclosure will usually have occurred as a result of the pupil identifying someone who cares or can help.

Ensure the bully is dealt with fairly by:

- describing the reasons for your meeting with him or her (at the same time, do protect the victim and the identity of any witnesses)
- remaining calm and non-judgemental in order to ensure that the pupil feels that he or she is listened to
- assuring the pupil that all incidents of bullying are taken seriously and that, regardless of the reasons, you disapprove of all acts of bullying

Explaining how:

- he or she will be supported
- the incident will be dealt with

Attempt to help both the bully and the victim to:

- see the situation from another perspective
- explore the causes and effects of the incident
- identify how the situation could have been avoided or resolved (i.e. how to be assertive rather than aggressive or submissive)
- how they can resolve the present conflict

See both the pupils together for a mediation session.

At this meeting do the following:

- Remain calm and non-judgemental when the pupils talk through their understanding of the problem.
- Listen more than you speak. Do not assume that you know how the pupils feel or anticipate what they want to say. Pupils are more likely to reflect on their behaviour if they feel they are being listened to rather than spoken at.
- Paraphrase what you are told to show that you understand what the pupils have said. It is how the pupils perceive the situation which is important, not how you perceive it.
- Encourage the pupils through your questions, to reflect on their behaviour and the factors which may have influenced the behaviour of others. When appropriate, encourage empathy.
- Encourage the pupils to identify how they can resolve current difficulties and avoid the problems from recurring.

Explain that the Incident Record form will record:

- the details of the incident
- the future conduct of the pupils, as identified and agreed by all parties in the meeting
- the actions either pupil should take if there is further bullying or provocation (e.g. to report it to their teacher immediately)
- the monitoring arrangements for ensuring that the problems do not happen again
- the further action the school will take if the problems do happen again the date when these arrangements will be reviewed (usually after two weeks)

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The advantage of the Incident Record form is that it helps the school to:

- set clear and consistent procedures for dealing with incidents of bullying
- monitor the progress of individual pupils
- monitor and review its Anti-Bullying policy

Do not collude with the secrecy which surrounds bullying. Make sure that everyone directly concerned with the pupils' welfare is made aware of what has happened and how it is to be addressed.

You can decide at this stage how appropriate it is to punish the bully.

Hold a review meeting after about two weeks.

Repeat the initial procedures (i.e. interview the pupils individually before you all meet up). This is less of a party and is more likely to result in a frank and open discussion. If no further incidents are reported and the matter is successfully resolved by the time the review occurs, put copies of the Incident Record form in the files of both the bully and the victim. Make sure SLT have a copy too.

For repetitive bullying incidents the headteacher or a member of SLT must always be involved.

Possibly in conjunction with the learning mentors, a behaviour modification scheme may be implemented. Outside agencies may be involved e.g. Educational Psychologist, Social Services.

Once the incident has been successfully resolved, unless there is a further occurrence of bullying, do not refer back to it.

INVOLVEMENT OF PUPILS, PARENTS, STAFF AND GOVERNORS

Pupils

Children will be informed in a simplified way of the school's attitude to bullying through in-class activities associated with PSHCE lessons and daily routines. Assemblies will also be used and the pupil friendly leaflet.

Parents

Parents will be made aware of the existence of the Anti-Bullying policy initially through the school brochure. The attention of parents of new pupils starting in the middle school each September will be drawn to the policy and its main aims and procedures at the induction meeting held by the headteacher each June. On this occasion the main aims of the policy and its procedures will be outlined.

Staff

The initial policy was drawn up by the Headteacher and approved by staff after discussion. It has been reviewed by the Headteacher, Deputy Headteacher for Inclusion, the PSHCE Co-ordinator and School Council in January 2017.

New teachers are required to read the policy during their induction process and know its location in the policy file.

Governors

The Behaviour and Safeguarding Governor monitors the frequency of bullying incidents half termly with the Headteacher.

The policy has been approved by the Governors and is reviewed every three years.

Links with other policies

Behaviour Policy

Safeguarding Policy

Acceptable Use Policy - Cyberbullying and internet safety

Single Equalities Policy

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RSHE Policy
Complaints policy
Confidentiality Policy
References Documents and Related Policy/Guidance
National Documents

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