



# Anti-Bullying Policy

Last reviewed: June 2018  
Next review: June 2020

## **ANTI-BULLYING POLICY**

### **Rationale**

Everyone at our School has the right to feel welcome, secure and happy, in order for members of our school community to learn effectively. Bullying of any sort prevents this positive learning environment and prevents equality of opportunity. It is everyone's responsibility to prevent bullying behaviour; this policy contains guidelines to support our positive values based ethos.

We believe that where bullying behaviour exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

### **Definitions of Bullying**

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, threatening looks, ridicule or indirect action such as spreading unpleasant stories about someone. It is unprovoked and unreciprocated.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out". We understand that, in addition to physical and emotional bullying, there are other known forms of bullying which we must recognize and deter:

- **Cyber-Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

- **Racist Bullying**

This 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.

- **Homophobic Bullying**

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

## **Vulnerable Groups**

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

## **Actions to Tackle Bullying**

Prevention is better than cure so we will be vigilant for signs of bullying behaviour and always take reports of incidents seriously. We will use our values based approach to our learning, the curriculum, circle time and assembly whenever possible to reinforce the ethos of our school and help pupils to develop strategies to combat bullying-type behaviour.

Our children are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

Behaviour incidents that would suggest a pattern of bullying are logged on our MIS, class teacher's flag up potential bullying to the SLT. Monitoring of the MIS is part of the PPA and SLT agenda, weekly.

All reported incidents of bullying will be investigated and taken seriously by staff members. The Class teachers of both parties will be responsible for logging an incident electronically on the MIS and for filling in the incident report form (Annex A) which will be given, along with any notes of action taken, to the Headteacher. Older children may be asked to write a report themselves. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Headteacher. The completed Incident Report Forms are held securely in the Safeguarding Children Folder in the Headteacher's office. If bullying includes racist abuse, then it should be reported to the Headteacher to be recorded in the Safeguarding Children Folder in the Headteacher's office.

Upon discovery of an incident of bullying, we will discuss, with the children, the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. Our emphasis on modeling and 'living' our whole school values and class-based circle time each week is an effective way of sharing information and provides a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It may also be used just within the affected group to confront bullying that already exists. Co-operative group work and the promotion of self esteem is part of normal class practice and enables the children to consider different points of view and encourages them to listen.

Victims need to feel secure in the knowledge that assertive behaviour and even walking away can be effective ways of dealing with bullying. We will also set up a buddy system for the children as necessary, creating a circle of friends to improve the child's inclusion. Other playground strategies will support the bully and the victim such as 'playground buddies'.

We ensure that all playtimes and lunchtimes are properly supervised and that whole school polices are understood and followed by all staff.

We take part in the National 'Anti-Bullying Week' every year to highlight the importance we take on stopping bullying.

### **Parental Involvement**

The parents of bullies and their victims will be informed of an incident and of the action that has taken place and be asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. Persistent bullies may be excluded from school. A monitoring target sheet may also be used, which will incorporate a reward for achieving acceptable behaviours.

Whilst there is little history of bullying at our school, we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we will call on outside resources such as the Behaviour Support Service, PSHE advisers or the peer mediation service to support our action. This policy is seen as an integral part of our Behaviour and Discipline Policy and our E-Safety policy.

## **Bullying outside the School Premises**

School is not directly responsible for bullying off the premises. If this is brought to our notice we may talk to:

- the victim's parents
- the local police
- the head of the school where the pupils attend
- our children, about how to handle bullying outside school

## **Monitoring and Evaluation**

We will undertake this annually through the scrutiny of records, discussions with staff, children, parents and governors to ensure that our policy is effective.

We believe that this policy strengthens our behaviour policy, and our practice is strengthened through supportive parents and many of our children who make the right choices for their behaviour.

**Review:** bi - annually

# Bullying and Racism Record and Monitoring Form

Name:

Year Group:

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/Disability		
Age/Maturity		
Appearance		
Class/Background/Socio economic		
Ethnicity/Race*		
Religion/Belief*		
Geographical are of home		
Gender		
Sexuality		
Size		

\*See County Guidelines on Dealing with Racist Incidents

## 2. Manifestation/s 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:

Targets/wronged/distressed person/s (including ethnicity)	Person/s giving offence (including ethnicity)

**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)

**5. Action taken**

Please record all steps (including meetings, letters, investigations, sanctions)

**6. Summary of those notified**

<i>(Delete italic options where applicable)</i>	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
Form Tutor/Class Teacher		
Head of Key Stage		
'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, Bullying advisor or MECSS		
Police		
Others (specify)		

**7. Reporting member of staff:**

**Name:** ..... **Signed:** ..... **Date:** .....