



St Peter's CEVC Primary School Anti-Bullying Policy

Updated by Governors April 2017
To be reviewed by April 2019

Our Ethos

We believe the way we work with children and the manner we adopt will affect the developing attitudes and values of our children.

We aim to develop in children a sense of self-discipline and a code of behaviour that is respectful and sensitive to the needs of others. To help achieve this we have identified the notion of Courtesy, Consideration, Common Sense and Compassion (the four C's) as the touchstone for harmony in our school community. We regularly refer to this in our teaching. We have clear procedures in place to cater for children who from time to time may fail to observe this code. We also involve parents as and when necessary.

The following poem by Dorothy Law Nottle summarises our approach:

Children as They Live

If a child lives with criticism

He learns to condemn

If a child lives with hostility

He learns to fight

If a child lives with ridicule

He learns to be shy

If a child lives with shame

He learns to feel guilty

If a child lives with tolerance

He learns to be patient

If a child lives with encouragement

He learns confidence

If a child lives with fairness

He learns justice

If a child lives with security

He learns to have faith

If a child lives with approval

He learns to like himself

If a child lives with acceptance and friendship

He learns to give love in the world

Aims

The following statement outlines the aims and general philosophy of St Peter's Bratton. The list is not intended to imply a particular sequence or order of priority.

- Create a **happy and stimulating environment** in which all children develop a positive and independent attitude to learning.
- Maintain the **highest standards** by successfully meeting individual children's needs and by investing in the professional development of all adults.
- Create a **sense of belonging** to the school and the wider community with a respect for the environment and nurturing a sense of trust and care.
- Promote **courtesy, consideration, common sense and compassion**, as the touchstone of harmony within our school.
- Teach children about **Christian traditions** and incorporate Christian values into their lives whilst developing an understanding and respect for other major world religions and ways of life.
- Promote **effective relationships** between everyone, including staff, pupils, governors, parents and the wider community so that we can encourage each other, enjoying and excelling together in all aspects of school life.
- Ensure pupils' **personal development** is catered for which will help them to be safe and to go on and lead safe, secure and healthy lifestyles in a rapidly developing world.
- Encourage staff and pupils to become **creative thinkers** with enquiring minds that will help them face new challenges and situations with increased confidence.
- Offer the **highest quality teaching and learning** opportunities within an innovative and stimulating environment.
- **Nurture, develop and inspire** the whole child and enable them to experiment, take risks, face challenges and make informed choices whilst at school and in their later life.
- Prepare children for the **challenges** as a 21st Century citizen in Modern Britain.

To promote the school's aims, this policy document considers how best to develop in children the key concepts of **self-esteem, respect, responsibility** and **relationships**.

Self Esteem

Self-esteem is the picture that each individual has of themselves, their strengths and limitations. This personal image influences all the important choices that are made in life.

It is vitally important to help children develop a reasoned set of attitudes, values and beliefs. We help children to realise they are unique and have special qualities, and can make a contribution to society.

Children at St Peter's have the opportunity to develop their self-esteem in a variety of ways:

- ◆ Celebration of their work takes place through displays, year group assemblies, class meetings and whole-school sharing assemblies.
- ◆ Genuine praise and encouragement is given, with intrinsic rewards stressed in preference to any 'gold star' system.
- ◆ Opportunities are offered through, for example, discussion, reflection and circle time for children to recognise their own strengths and areas for development.
- ◆ We listen, value children's comments and encourage involvement in decision making in school.
- ◆ Opportunities are planned through drama/role play to help children develop strategies to cope with conflict, failure and change.

Respect

Respect is accepting that all individuals have equal rights to opportunity, opinions, beliefs and cultural lifestyles. We recognise physical and intellectual differences and value diversity. No reference is made here to explicit issues concerned with gender/race/special needs. In the light of our statement of values this is perceived as unnecessary, but statements are made elsewhere in our generic policies.

We have high expectations of children and staff. Mutual respect, kindness and care are encouraged. All the adults in school are important role models and we take care with the way in which we address pupils and each other. We also demonstrate that we put effort into our work. Children are also encouraged to show respect for the natural world, school environment and property.

Responsibility

We encourage children to take responsibility for themselves, helping them to become independent learners, setting goals, evaluating their own work and their behaviour. Teachers provide the framework to help children develop the necessary skills and attitudes. These are a few examples:

- ◆ Children self-register in the mornings.
- ◆ They are involved in the organisation of classroom layout and resources.
- ◆ They are encouraged to develop leadership and mediation skills, helping and supporting their peers in work and at play.

- ◆ Pupils work independently in areas outside the classroom base, showing they can be trusted.
- ◆ They show visitors around school.
- ◆ They volunteer to organise such things as lunchtime sports clubs.
- ◆ Older children also help at lunchtimes in the hall and outside, modelling and encouraging appropriate behaviour and assisting the adult supervisors.
- ◆ School council

Children are encouraged to accept responsibility for their own actions and understand how their actions affect others, recognising the moral dimension to situations. A clear understanding of right and wrong is promoted.

We value:

- ◆ Telling the truth;
- ◆ Keeping promises;
- ◆ Respecting the rights and property of others;
- ◆ Acting considerately towards others;
- ◆ Helping others less fortunate than ourselves;
- ◆ Taking personal responsibility for actions;
- ◆ Self-discipline.

We reject:

- ◆ Bullying;
- ◆ Cheating;
- ◆ Deceit;
- ◆ Cruelty;
- ◆ Irresponsibility;
- ◆ Dishonesty;
- ◆ Rudeness;

Aspects of this section are dealt with in further detail in the **Behaviour and Discipline** section below.

Relationships

We feel relationships should be based on respect, empathy and genuineness. We hope to nurture mutual trust and create a courteous, friendly environment. Pupils are given the opportunity to develop skills of collaboration and co-operation in work and play, through flexible groupings of children. They also explore emotions and relationships through discussion, drama and role play.

We value strong links with pupils' homes and the community and children have the opportunity to contribute to fostering good relationships and interdependence, for instance with senior citizens, pre-schools, police, councillors, dental nurse, etc.

Our pastoral system encourages children to discuss problems, ask for help to resolve disagreements and consider ways in which their behaviour can be modified.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide a systematic means of monitoring children known or thought to be at risk of harm from bullying.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected bullying abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults within our school who have access to children have been checked as to their suitability, and make them aware that bullying has no place in or out of school.

The designated Safeguarding Leads for Safeguarding are:

Mr M. Davis
Mrs A. Martin

Introduction

The Governors and Staff of St Peter's CEVC Primary School (Bratton) fully recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm. All Staff and Governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child. All Governors and Staff believe that bullying will not be tolerated in any form and is defined to mean;

What is Bullying?

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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. (DFE 2014)

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. (DFE 2014)

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.

Britain is a multi-racial and multi-faith country and everyone has the right to have their culture and religion respected by others. Nobody has the right to call pupils names or to treat them badly because of their

colour, race or religion. Racist bullying is not just about the colour of people's skin, it can be about their ethnic background or religion too. All incidents of racism are acted upon and recorded. All racist incidents are recorded and reported to the Local Authority.

Homophobic Bullying

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

Bullying can be carried out by individuals or groups. The characteristics of bullying are that it is:

- deliberately hurtful
- repeated over time
- difficult for those being bullied to defend themselves
- usually hidden from adults or authority figures

Bullying can take several forms including:

- Teasing
- Name calling
- Spreading rumours
- Exclusion from the group
- Threats, including looks
- Extortion
- Damage to belongings
- Physical assault
- Racial harassment
- Sexual harassment
- Cyber bullying

The effects of bullying

Bullying is found in all walks of life. It is an issue that is not diminished by being ignored. Ultimately bullying is learned behaviour and can be unlearned too.

Bullying can be profound and have a long-lasting effect on pupils and their families. Potential outcomes of bullying are known to include:

- Unhappiness
- Loss of confidence and self esteem
- Poor school attendance and achievement
- Feeling let down by adults
- Fear and self-blame

Possible signs of bullying to look out for include:

- Reluctance to attend school
- Asking to be accompanied to school or to change route
- Mysterious headaches or stomach aches
- Becoming withdrawn
- 'Losing' possessions
- Damaged possessions
- Hitting out at others or becoming aggressive
- Nightmares or sleeplessness
- Bed-wetting
- Unexplained bruises
- Refusing to talk about any of these problems
- Giving unlikely reasons for any of these problems

Pupils who are bullied tend to have very low self-esteem. They can feel guilty and worthless and, because they sometimes lack self-assertion skills, they are targeted by pupils who themselves bolster their own low levels of self-esteem by physically hurting, mocking and shaming "weaker" peers.

Staff generally need to be aware of the ways in which school practices may enhance or diminish pupils' levels of self-esteem.

Sometimes an incident starts out of school only to be carried over into school time. Equally a problem which develops in school might escalate into trouble out of school. Incidents like this can take a great deal of time to sort out. Our advice to parents is that it is easier to sort out a problem by approaching school first so that we can offer support.

We believe that:

- It is possible to counter bullying effectively
- Bullies need help and support to change their behaviour
- The person being bullied needs a balance between protection and empowerment

School procedures

Bullying Prevention

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/DeputyHeadteacher or senior member of staff. In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed. If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren)

and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Staff response

All Staff:

- **are available** - make it known that they are ready to listen. Provide immediate support
- **listen to the pupil** - ask who was involved and how she or he is feeling
- **record** - the incident on CPOMS (Child Protection Online Management System) and forward this to Senior leaders. The nature of bullying means that it requires ongoing vigilance to recognise. Reviewing CPOMS and noticing patterns is essential. Teaching staff will review CPOMS weekly and notify senior leaders to any bullying behaviour.
- **respond** - ensuring that responses are non-aggressive and provide models of positive behaviour.
- **identify vulnerable pupils** with long-term needs requiring a development programme.
- **follow up** - review progress and evaluate policies and intervention.

Principles for the management of incidents

- A secure environment is provided in which incidents can be reported confidently
- The pupil who has been bullied should be made to feel safe and listened to
- All pupils should be shown that bullying is taken seriously
- Staff should respond calmly and consistently to incidents of bullying
- The school protects and supports all parties while the issues are resolved
- The person who has done the bullying, and those who may have colluded, are encouraged to behave in a more acceptable way
- Interventions are monitored and followed-up appropriately at the individual, group or whole school level.

Working with parents

It is essential to involve parents where bullying has taken place. The most effective emphasis in meetings with parents is on joint problem solving. The aim of such a meeting is to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the one who has been bullied.

Advice is offered to parents

- encourage your child to talk about what is worrying them, but be patient as she or he may be distressed
- stay calm but show that you are supportive
- avoid dwelling on sensitive issues
- reassure your child that you are sympathetic and will do something about it
- try to help him or her to see the difficulty as a problem that can be solved
- ask your child if they can see ways of changing things
- talk to staff at school about bullying and work with them to improve the situation
- help him or her to develop coping strategies
- help everyone to keep a sense of proportion in the situation

School Procedures

- All incidents of suspected bullying are reported to senior leaders.
- Incidents are recorded on CPOMS.
- Where judged necessary, parents of all the pupils involved should be informed and will be asked to come in to a meeting to discuss any issues.
- Support will be given to help the pupil displaying bullying behaviour to change their behaviour.

Working with children

Work with an individual or a group of pupils is carried out:

- to reduce the likelihood of instances of bullying occurring

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

- to respond to the needs of pupils who have been bullied and of those pupils responsible for the bullying

This work may happen within class or by senior leaders. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the senior leadership team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS). Work with pupils following any discovery or report of bullying must avoid aggravating the bullied pupil's physical or emotional distress. Staff need to take particular care that in following up a complaint of bullying they do not expose the bullied pupil to the risk of even more bullying. They should take all reasonable measures to ensure that the pupil is supported and protected. Where a pupil has suffering prolonged or intense anxiety or distress, referral to outside agencies should be considered.

We will:

- provide an opportunity for discussions with the pupil who has been bullied
- avoid embarrassing and shaming the bullied pupil by focusing on a particular incident when the child is present
- use "supportive" pupils to ensure that the bullied child is befriended and supported
- consider the appropriateness of specialist help, having consulted and secured the agreement of parents. Outside agencies which may provide this expertise include a Family support worker (referral can be made through the Common Assessment framework where a child can be supported through "Team Around the Child" meetings).
- Review supported children on a regular basis

Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.