Sebert Wood Community Primary School

ANTI-BULLYING POLICY

Date written: January 2020 (updated for CPOMS ref)

Approval by Headteacher

Signature of Chair of Governors:

Bullying

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and friendly atmosphere. Incidents of bullying or perceived bullying can take place from time to time in every school and we therefore take bullying very seriously. Pupils, parents and guardians should be assured that they will be supported when bullying is reported. Bullying of any kind is unacceptable in our school. We are a TELLING school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Governors, Headteacher, teaching and non-teaching staff, pupils, parents and guardians should have an understanding of what bullying is. All members of the school community, pupils, parents and guardians should know what the school policy is on bullying, and what they should do if bullying arises.

What is Bullying?

- Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", March 2014)
- Bullying is the use of aggression or intimidation with the intention of hurting another person.
- Bullying is deliberate and happens more than once
- Bullying is when someone hurts or upsets you again and again
- ***Bullying is not when you fall out or argue with a friend.***

Bullying can be:

• Emotional	being unfriendly, excluding (deliberately leaving children out), teasing and tormenting (e.g. hiding belongings, threatening gestures and faces) and can be direct and indirect
• Physical	pushing, kicking, hitting, punching or any use of violence
• Written	in the form of notes, all social media (such as emails and text messages)
• Verbal	name-calling, sarcasm, spreading rumours, teasing
• Racist	racist taunts and name-calling, gestures
• Sexual/ Homophobic	unwanted/ inappropriate physical contact or sexually abusive comments because of, or focussing on the issue of sexuality
• Cyber-bullying	inappropriate and harmful behaviours as above, expressed via digital devices such as the sending of inappropriate messages by phone, text message, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Potential risk factors which could make bullying more likely include:

- Lacking close friends in school
- Being shy
- Coming from an over protective family environment
- Being from a different racial or ethnic group to the majority

- Being different in some obvious respect from the majority
- Having special educational needs
- Being a 'provocative' victim – a child who behaves inappropriately with others, barging in on games or being a nuisance, etc

Anyone can be bullied - *none of the above should be considered excuses for a child to be bullied.*

Signs of bullying could include:

- Is reluctant to walk to or from school
- Has possessions which are damaged or go missing
- Comes home hungry
- Asks for money
- Avoids going out at break or lunch time
- Becomes anxious, withdrawn or lacking in confidence
- Feels unwell in the morning
- Becomes aggressive, disruptive or unreasonable
- Exhibits bullying behaviour towards other children or siblings
- Lack of eye contact
- Difficulty sleeping at night
- Loss of focus with school work
- Stops eating

Preventing Bullying

In the first instance, we aim to prevent bullying happening by ensuring that positive behaviour is well established. Anti-social or bullying behaviour is unacceptable. When children feel that they are important and belong to a friendly, welcoming and caring school, bullying is far less likely to be a part of their behaviour. An anti-bullying atmosphere is promoted in the following ways:

- Through class discussions as part of the PSHE and Philosophy curriculum.
- Through school-wide Anti-Bullying Weeks and activities.
- Through a rigorously taught e-Safety curriculum throughout the school.
- Through Circle Time activities and discussions.
- Through assemblies.
- Through active involvement of the School Council.
- Through drama activities such as role-play and story-telling and reading about bullying.
- Through teaching the children strategies that will enable them to deal with bullying behaviour.
- Through active supervision of pupils during breaks, in corridors, cloakrooms, etc. and an awareness of the play activities that they are engaged in.
- Ensuring that the playground meets the play and recreation needs of the children.
- Giving praise and encouragement for pupils who show caring, nurturing and co-operative behaviour.
- All parents/ guardians and pupils to receive a Home-School Agreement when they join the school
- Through regular staff training in anti-bullying and related issues.

Procedures

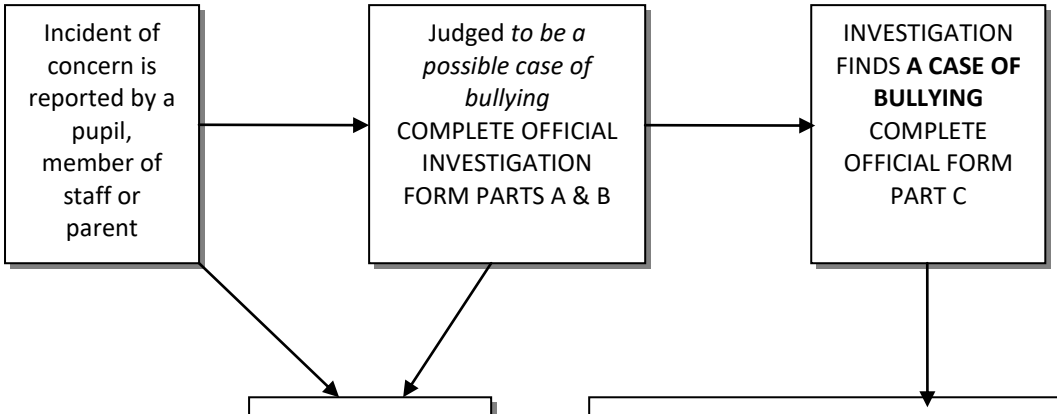
- All bullying incidents should be reported to staff. All such reports will be taken seriously. (*see Appendices*)
- Incidents of bullying reported by staff are recorded on electronic CPOMS systems and actions noted.
- Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- If staff witness an act of bullying, they will do all they can to support the child who is being bullied in order to reassure the child and restore self-esteem and confidence.
- Staff investigate what has happened, speak to the children involved (this may be together or separately, according to the incident) and take steps to ensure that behaviour involving bullying is quickly modified. Fill in reporting sheet (*see Appendix 2*)

- Mediation between the perpetrator and victim may be appropriate - the perpetrator and victim discuss what has happened to help change the bullying behaviour. Often both children talk issues over with a mediator, usually the class teacher, and find a way forward to end the cycle of bullying and complaints. If possible, the pupils will be reconciled. The perpetrator(s) will be asked to genuinely apologise. Other sanctions may be enforced.
- Make observations and a record kept of discussions and meetings.
- In serious cases of bullying, incidents will be recorded and parents will be informed and may be asked to come in to a meeting to discuss the problem.
- The child who has been bullied will be given an assigned member of staff who will be available at all times should the pupil need someone to talk to. They check that the child has not been bullied again. It may be necessary to check with the pupil concerned at regular intervals throughout the day.
- We will contact parents/guardians to check that the child seems happier about the issue when at home. Follow-up discussions take place after 2 or 3 weeks to check that there is no recurrence.
- If appropriate, we will work with the child to ensure that in the future they can more readily take control of the situation themselves.
- Circle/class Time - In Circle Time children they can discuss matters as a group, including bullying. This is a way for everyone in class to take part in a structured way. However, teachers need to use this strategy with caution in cases of bullying as some children may feel humiliated or distressed at having to discuss how they feel about being bulled in front of their class, including the perpetrators.
- Support groups - the victim is interviewed and may be asked to draw a picture or write about the effect bullying has had on them. A meeting is then held between a teacher and a group of children including the perpetrator(s), those who may have seen the incidents and others who are not directly involved and are perceived as positive role models, but not the victim. The teacher explains to the group – anonymously at first - how the victim is feeling and the group then offers suggestions to find a solution. This approach encourages the perpetrator to see the impact of their behaviour on the victim, whilst also making the bystanders aware that by doing nothing they are condoning the behaviour.
- If a child from Sebert Wood School is bullied by a child/children from another school, the Headteacher will contact the appropriate Headteacher with the intention of resolving the issue as a priority.
- Parents/guardians have a responsibility to support the school's Anti-Bullying policy and actively encourage their child/children to behave towards others in a positive way.
- Where appropriate, a child involved in persistent bullying may be set an Individual Behaviour Management Plan. To ensure pupils who are exhibiting bullying behaviours are dealt with appropriately it is necessary to work with these pupils to help them change their unacceptable behaviour. Self –reflection tasks are also completed. *(Appendix 3)*
- As a last resort, the Headteacher may consider fixed term exclusion.

Process for development and review

This policy will be reviewed in accordance with our programme of policy review and as part of our annual review for the School Improvement Plan.

Sebert Wood Primary School - Flow chart - investigating incidents of alleged bullying



JUDGED NOT TO BE A CASE OF BULLYING

Follow standard behaviour policy/procedure where appropriate

ANTI BULLYING PROCEDURE

- **Investigate** - speak to the pupils involved (this may be together or separately, according to incident)
- Make thorough notes - from victim, witnesses and actions you have taken (date)
- If appropriate - **mediation** between perpetrator/s and victim - pupils talk issues over with mediator about how victim feels - perpetrator asked to genuinely apologise – discuss how to change bullying behaviour and find way forward to end cycle of bullying and complaints. Pupils reconciled. Sanctions appropriate to school policy enforced.
- Victim **assigned staff** - available should pupil need someone to talk to - check at regular intervals bullying ceased.
- **Contact parents** to check that victim is happier about the issue at home. Follow-up discussions take place after 2 or 3 weeks to check that there is no recurrence.
- Class **Circle Time** may be appropriate (use this strategy with caution in cases of bullying as some children may feel humiliated or distressed at having to discuss how they feel about being bulled in front of their class)
- **Support group** - victim spoken to and may be asked to draw a picture or write about the effect bullying has had on them. A meeting is then held between a teacher and a group of pupils including the perpetrator/s, those who may have seen the incidents and others who are not directly involved and are perceived as positive role models, *but not the victim.* The teacher explains to the group – anonymously at first - how the victim is feeling and the group then offers suggestions to find a solution. This approach encourages the perpetrator to see the impact of their behaviour on the victim, whilst also making the bystanders aware that by doing nothing they are condoning the behaviour.
- If appropriate work with pupils to ensure that in the future they can more readily take control of the situation themselves.
- In **serious and persistent cases**, parents of pupils involved in bullying informed and may be asked to come in to a meeting to discuss.
- Where appropriate, a child involved in persistent bullying may be set an Individual Behaviour Management Plan.

Sebert Wood - Investigation of allegation of bullying- Appendix 2

This sheet only to be used if following initial report, deemed to be a possible or definite case of bullying

PART A

Name of person completing this form		Signed	
Date of incident/s		Location	
Reported by			

Describe the allegation - account/concern of parents/carers

Alleged perpetrator(s):
Name(s) Age Year group Class

Nature of incident including details of any injury or damage to property, etc

Circle any elements that apply:

Form: Physical Verbal Indirect Cyber-bullying

Type: Race/religion/culture Sexual/Sexist/Homophobic SEN/disability
Home circumstances Gifted/talented Health conditions Other

Alleged perpetrator/s account of events

Were there any witnesses? If so then name them and record their statements

ACTIONS *where appropriate inform parent/s of alleged victim of the outcome/actions*	
PART B - <u>No evidence of bullying</u> – no further action	
PART C - <u>Evidence of bullying</u> (complete below)	
Is this part of a pattern or repeat event? Check for other known incidents involving same pupils	
Speak to the pupils involved (this may be together or separately, according to incident)	
Notify class teacher/s	
Victim assigned member of staff as 'go to' person- available should pupil need someone to talk to - check at regular intervals bullying ceased.	
If appropriate - **mediation** between perpetrator and victim - pupils talk issues over with mediator about how victim feels – perpetrators asked to genuinely apologise – discuss how to change bullying behaviour and find way forward to end cycle of bullying and complaints. Pupils reconciled?	
Circle Time may be appropriate (use this strategy with caution in cases of bullying as some pupils may feel humiliated or distressed at having to discuss how they feel about being bulled in front of their class)	
Support group - victim spoken to and may be asked to draw a picture or write about the effect bullying has had on them. A meeting is then held between a teacher and a group of pupils including the perpetrator/s, those who may have seen the incidents and others who are not directly involved and are perceived as positive role models, *but not the victim.* Teacher explains to the group – anonymously at first - how the victim is feeling and the group then offers suggestions to find a solution. Encourages the perpetrator/s to see the impact of their behaviour on the victim, whilst also making bystanders aware that by doing nothing they are condoning.	
If appropriate work with pupils to put in support strategies to ensure that in future they can more readily take control of the situation.	
Sanctions applied in line with school behaviour policy (where appropriate)	
In serious and persistent cases parents of perpetrator/s informed and may be asked to come into a meeting to discuss	
Where appropriate, a pupil involved in persistent bullying may be set an Individual Behaviour Management Plan (report to SENDCO)	
Follow up: By whom and when Monitor the situation, follow-up discussions and report to parents - take place after 2 or 3 weeks to check that there is no recurrence. Check that victim is happier about the issue when not at school. Has the bullying stopped in their view?	
Other notes	

Sebert Wood – Self-reflection restorative questions- Appendix 3

Tell me what happened?	
What were you thinking that led you to behave that way?	
Who has been affected by what you have done?	
Can you tell me how the other child has been affected by your behaviour?	
What do you think you need to do to make things right?	

Other notes	