



Policy status

title:	Anti-bullying policy		
status:	Approved		
owner:	Full Governing Body		
nominated governor:	Joyce White		
release date:	July 2018	Valid until:	July 2019
Head teacher (signature if required):		Date:	
Chair of governing body (signature if required):		Date:	

Our Philosophy

Preshute C of E Primary School is a nurturing school. It is committed to providing a safe, caring and friendly environment for everybody at the school, both children and adults. This policy has been drawn up by the school to ensure that everyone who comes into our school can sign up to it.

We all agree that bullying of any kind is unacceptable.

Definition of Bullying

The Department for Education defines bullying as,

“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, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

(Preventing and tackling bullying: Advice for head teachers, staff and governing bodies. Department for Education, July 2017).

Importance of understanding bullying

Our pupils have defined bullying as,

“When someone makes another feel repeatedly upset through actions like name-calling, making fun, teasing you about how you look or physically hurting someone. Bullying is when these actions are several times on purpose. This can happen face to face, behind backs or through social media, including online games.”(School Council, July 2018).

A “child-friendly” anti-bullying policy

In 2017-2018 all pupils took part in various workshops and classroom discussions to identify the various forms of bullying, to understand the harmful consequences of bullying, and to know what to do if they were the victims of bullying or if they witnessed bullying taking place.

These class-led workshops and discussions have resulted in the drafting of a “child-friendly” version of our anti-bullying policy, which is in all our classrooms and on the website. It will also form the basis of teacher-pupil discussions on bullying – either as part of general class-based discussion on good behaviour or as part of restorative practices with individual pupils.

The child-friendly version of the anti-bullying policy supports the principles detailed in this document. Most importantly, it is intended to send a clear message to our pupils that bullying in any form will not be tolerated in school and to encourage pupils to speak to our staff if they are bullied or witness bullying, and to reassure those pupils that the school will act promptly and appropriately to ensure that all our pupils remain safe and happy at school.

Forms of bullying

Bullying can take many forms and may include:

- Emotional bullying - unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical bullying - pushing, kicking, hitting, punching or any use of violence;
- Racist bullying - racial taunts, graffiti, gestures;
- Sexual harassment - unwanted physical contact or sexually abusive comments;

- Homophobic bullying - focusing on the issue of sexuality;
- Verbal bullying - name-calling, sarcasm, spreading rumours, teasing;
- Religious bullying – a negative or unfriendly focus on religious difference or how somebody expresses their faith
- Cyber-bullying - all areas of the internet (e.g. email and internet chat room misuse); mobile phone threats by text messaging and calls; misuse of associated technology (e.g. camera and video facilities).

Although immediate physical safety comes first, all bullying, whatever the motivation or method, is unacceptable and will not be tolerated.

Schools may wish to contact specialist organisations for further information about tackling specific types of bullying. A list of specialist organisations can be found at:

<http://www.wiltshirehealthyschools.org/resources/links/>

When it is not bullying

Bullying is different from friendship issues, one-off incidents of poor but unacceptable behaviour or from banter because of its ***persistence*** and because it often involves an imbalance of power between the bully and the victim.

Nevertheless, unkind, anti-social behaviour by a pupil – even if it does not satisfy the definition of bullying – is unacceptable at Preshute C of E Primary School. Such misbehaviour will be dealt with in accordance with the Behaviour Policy. Consequently, we recommend that our Anti-Bullying Policy be read in conjunction with our Behaviour Policy.

Our Objectives

- To ensure that all pupils, parents/carers, staff and governors know what the school policy is on bullying and what they should do if bullying occurs.
- To ensure that all governors, staff, parents/carers and pupils have an understanding of what bullying is
- To set out a co-ordinated approach to preventing and tackling bullying at school and whilst pupils travel to and from school.

Open door policy

Typically, bullying occurs out of sight of teachers/adults and out of earshot. This makes addressing bullying even more challenging for schools. It is therefore important that pupils and parents report concerns promptly to our staff so that action can be taken and so that staff can be as vigilant as possible. In that regard, we emphasise our 'open door' policy and encourage parents to speak to their pupil's class teacher in the first instance if bullying is occurring or suspected.

The class teacher will always investigate reports of bullying. If bullying is confirmed, then the procedures in this policy will be followed (see "Procedures" below). If the class teacher determines this is not bullying but nevertheless misbehaviour, the procedures in the Behaviour Policy will be followed.

Bullying Off-Site

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include 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 will be investigated and acted on.

The Head Teacher 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.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip

(see Preventing and tackling bullying - Advice for headteachers, staff and governing bodies July 2017 – Department for Education)

Preventative strategies

Golden Rules, ELSA

At Preshute C of E Primary School we aim to promote good behaviour through our underlying values, our positive behaviour management and a Behaviour Policy that reflects our caring, inclusive Christian ethos. We reward good behaviour, develop class contracts based on our “Golden Rules” and offer support for those in need through a programme called ELSA (Emotional Literacy and Social Awareness) We also invite visiting speakers from organisations which support children’s physical and emotional wellbeing, such as Child Line.

Playtimes

To help support this policy we try to promote positive playtimes with zoned activity areas at lunchtime, trained Play Leaders and the use of the Playpod. At playtimes at least 2 members of staff will be on duty .The older children are encouraged to look after younger children and some act as sports leaders who encourage active playtimes on certain days of the week.

Flying Mediators

From September 2018, members of the School Council will be trained to support the promotion of positive behaviour in the playground in their role as “Flying Mediators” under our revised Behaviour Policy.

What Pupils Should Do

In accordance with our Behaviour Policy, our pupils are taught that, when faced with a problem they should:

1. Say, “Stop, I don’t like this”.
2. If the problem continues, find a member of staff to help them.

The member of staff should then follow the Behaviour Policy procedures for resolving matters, depending on their gravity and recurrence. **All incidents of bullying will be seen as serious.**

Cyber-bullying

Cyber-bullying presents additional challenges as the perpetrator may try to remain anonymous. The school works hard to prevent cyber-bullying through its teaching, by filtering its services through the South West Grid for Learning and ensuring that pupils have no access to unsupervised mobile technologies in school. However, if it should occur the school will examine school logs, contact the ISP and police if necessary.

Our Curriculum

Our curriculum, our Christian ethos and focus on the values that make good citizens, also offer opportunities to support this policy in PHSE lessons, RE (stories like the “Good Samaritan”) and Collective Worship.

Support for vulnerable groups

We are able to support vulnerable pupils/staff who have been the victim of bullying or have bullied other people through peer support, support from other agencies, individual or small-group work with our trained ELSA support worker.

Roles

All members of the school community have a responsibility to ensure that this policy is effective:

- Pupils will look out for each other, report any incidents that they see and support those involved.
- Adults who work in school will be vigilant, listen to children, report their concerns and offers support.
- Parents have a responsibility to support this policy and engage with it.
- The Head Teacher, SENCO, senior leaders and governors will monitor this policy to ensure it is effective.

Procedures

It is important that schools create an atmosphere where anyone who is being bullied, or anyone who knows about it, feels that they will be listened to and that any action taken will be swift and sensitive to their needs.

Both bystanders and pupils being bullied must realise that 'not telling' means that bullying is likely to continue. If a victim or bystander feels unable to tell an adult what is happening then they can put a note in the class suggestions box and this will be dealt with confidentially by the class teacher.

Copies of the child-friendly anti-bullying policy, prepared by pupils are also available in all classrooms (as well as on our website) and will form the part of class discussion.

Once an incident is reported:

- All confirmed incidents of bullying must be referred to a member of the senior leadership team (Mrs Graham, Mrs Mundy or Mrs Browning)
- Our first priority will be to ensure the safety of the victim. Support will be available for the person being bullied;
- The bullying behaviour or threats of bullying will be investigated and appropriate strategies put in place so that the bullying stops quickly; parents/carers will be informed

and will be asked to come to a meeting to discuss the problem;

- The impact of these strategies will be monitored closely over the next few weeks to check that they have been effective using a variety of strategies, such as a pupil response sheet (see Appendix E) or the suggestion box. This will be shared with the parents of the victim so that they are kept fully informed of what is happening.
- An attempt will be made to help the bully/bullies change their behaviour; this may involve working with the ELSA teacher or outside agencies.
- All cases of bullying (as defined by the school's definition of bullying) must be logged using the reporting form found in the appendix.

If a member of staff is being bullied by pupils, other adults who work in school or by parents it should be reported to the Head Teacher or the Governor in charge of staffing who is Joyce White.

Outcomes

The Senior Leadership Team will follow up all confirmed cases of bullying and talk to the victim on the days after the incident is reported, and again the following week, to ensure that it has stopped.

Strategies and sanctions will be implemented with respect to the child responsible for bullying. Those strategies and sanctions will, in accordance with our Behaviour Policy, be proportionate to the nature of the bullying, the age of the children, whether it is a repeat incident and taking into consideration the needs and nature of vulnerable children (for example, if the perpetrator has special needs, and taking into consideration whether or not the child is in control of what he/she is doing).

The pupil will need to complete (with Senior Leadership Team support) the attached behaviour log, stating what they have done and how they need to improve their behaviour. This will be kept in the incident book.

Other strategies and sanctions may also include some of all of the following:

- Removing to more suitable seats or places to work
- Different sitting at lunchtime
- Staying in at breaktime

- School-based community service – eg litter picking
- Loss of privileges
- Withdrawn time
- Reporting to the Deputy Headteacher or Head Teacher
- Behaviour being reported to parents. (This will always take place if serious and/or repeated rule breaking occurs)
- Restorative practice (as described below).

In cases of bullying that involve violence or physical abuse, the school reserves the right to exclude a pupil who has been involved in a very serious incident/s of bullying against another pupil/member of staff.

Restorative Practice

If a pupil has bullied another person, then that pupil will be encouraged to see the situation “through the eyes” of the person they have affected. This is known as *restorative practice*. Restorative practice encourages empathy, which is hoped to reduce repetition of unacceptable behavior, and to encourage pupils to make the right choice.

Use of restorative practice includes asking the pupil who has misbehaved the following “reflection questions”:

- What happened?
- What were you thinking?
- What were you feeling?
- Who else has been affected by what’s happened?
- What do you need to do to make things better?
- What do you need to do to stop this happening again?

Monitoring and Evaluation

The effectiveness of this Anti-Bullying Policy and associated anti-bullying work will be monitored by Deputy Head Teacher and SENCO, Mary Mundy, and Mrs Joyce White, representing the Governing Body.

The Head Teacher will monitor the number and nature of confirmed incidents and report them to the Governing Body at their termly meetings

Appendix A
**Central Logging Form for bullying incidents of children and young people
in schools**

It is good practice to centrally log all incidents of bullying. This form is designed as a template for schools to amend and use in their individual school.

Reported by:

Name and year group of the pupil/s who have been bullied:

Name and year group of the pupil/s who have bullied:

Date of incident/s _____

Time of incident/s _____

Indicate type of incident/s – please tick one or more boxes

Verbal abuse		Isolation (including being ignored or left out)		Physical abuse	
Having personal possessions taken/ causing damage to personal property		Cyber bullying (including text messages, emails, social networking sites...)		Being forced to hand over money	
Being forced into something against their will		Spreading rumours/ nasty notes		Other (please specify)	

Brief description of incident/s

Advice given/ action suggested by person who logged this complaint

- Have the parents/carers of the pupil/s who were bullied been informed?

- Have the parents/carers of the pupil/s who have bullied been informed?

Appendix B

Behaviour Incident Log KS1

Name _____ Date _____

Where did the incident take place? Please tick

classroom,

playground,

hall,

field

out on a trip (swimming baths)

When did the incident take place? Please tick

playtime,

dinnertime,

before school

after school

during lessons

assembly

after school clubs

What did you do that was wrong?

Name _____ Date _____

Behaviour Incident Log KS2

Who was involved?

Where did the incident take place?

When did the incident take place?(playtime, dinnertime, before/after school)

What happened in the incident?

Why did the incident take place?

What will you do tomorrow that will be different?

(Child to complete with SLT)

Appendix C

Useful sources of information and support for children and young people and their parents/carers:

- ask Helpline: 08457 585072 or 01380 872915 email: info@askwiltshire.org (a Wiltshire based charity who support parents/carers) www.askwiltshire.org/info-centre
- Childline Helpline: 0800 1111 (open 24 hours a day - aimed at children who are experiencing bullying problems)
For children who are deaf or hard of hearing textphone service: 0800 400222 www.childline.org.uk
- DirectGov Information on different types of bullying, what to do about bullying, and information and advice for people who are bullying others and want to stop. www.gov.uk/bullying-at-school/the-law
- EACH EACH has a freephone Actionline for children experiencing homophobic bullying: 0808 1000 143. It's open Monday to Friday 10am-5.00pm www.eachaction.org.uk/
- Kidscape Helpline: 020 77303300 (aimed at parents, guardians or concerned relatives or friends of bullied children) www.kidscape.org.uk/

Appendix D
**Useful sources of guidance for schools in preventing and responding to
bullying incidents:**

The latest local and national documents relating to addressing bullying in schools can be found on the Wiltshire Healthy Schools website:

<http://www.wiltshirehealthyschools.org/resources/guidance/>

Appendix E – monitoring sheet

Monday	Tuesday	Wednesday	Thursday	Friday
				
				
				

Signed _____

Parents signature_____

				
				
				

Signed _____

Parents signature_____