



Policy status

title:	Anti -bullying policy		
status:	Approved		
owner:	Full Governing Body		
nominated governor:	Joyce White		
release date:	10/11/15	Valid until:	September 2016
Head teacher (signature if required):		Date:	
Chair of governing body (signature if required):		Date:	

Our Philosophy

Preshute 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 Council, governors, staff and parents 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,

“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”.

(Preventing and tackling bullying: Advice for head teachers, staff and governing bodies. Department for Education, July 2013).

Our children define bullying as, “When someone constantly hurts or annoys you emotionally or physically. It can happen at school or outside school.”(School Council October 2015) It applies to everyone at Preshute, both pupils and staff.

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 focusing on religious difference or how somebody expresses their faith
- Cyber bullying - all areas of the internet (e.g. email & internet chat room misuse); mobile phone threats by text messaging & calls; misuse of associated technology (e.g. camera & video facilities).

It 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.

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/>

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.

The policy covers bullying in school and what we will do about reported incidents of bullying that occur outside the school premises, where investigation will be necessary and appropriate action taken.

Preventative strategies

At Preshute 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 and offer support for those in need through a programme called ELSA (Emotional literacy and Social Awareness) We also invite visiting speakers from organisations such as Child Line.

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.

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 also offers opportunities to support this policy in PHSE lessons, RE 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 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, teacher in charge of pastoral care, 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.

Once an incident is reported :

- All incidents of bullying must be referred to a member of the senior leadership team (Mrs Hicks, Miss Ash, Mrs Jones or Miss Irvine)
- 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; In serious cases 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 pupil response sheet (appendix E) .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.

10. Outcomes

The Senior Leadership will follow up all reported 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.

Sanctions will 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 is the child in control of what he/she is doing?) They will always include:

- The child filling in the attached behaviour log saying what they have done and how they need to improve their behaviour .These will be kept in the incident book.

They may also include:

- Loss of privileges
- Staying in at break times
- Restorative justice (organized meetings between the victim and perpetrator)
- Reseating arrangements/placed on a different sitting at lunchtimes
- In some cases that involve violence or physical abuse the school reserves the right to suspend or exclude a pupil who has been involved in a very serious incident/s of bullying another pupil/member of staff.

Monitoring and Evaluation

The working of this anti-bullying policy and associated anti-bullying work will be monitored by Miss Irvine and Mrs White ,representing the Governing Body .

The Head Teacher will monitor the number and nature of reported 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/>

These include:

- Inspecting Equalities (Ofsted, 2013)
- Exploring the school's actions to prevent homophobic bullying (Ofsted, 2013)
- Not yet good enough: personal, social health and economic education in schools (Ofsted, 2013)
- Addressing youth violence and gangs (Home Office, 2013)
- Inspecting e-safety (Ofsted, 2013)
- Wiltshire guidance on addressing Prejudice-related Incidents in Schools (Wiltshire Council, 2014)
- Preventing and Tackling Bullying (DfE, 2012)
















Other related documents available include:

- Characteristics of bullying victims in schools (DfE, 2010)
- Wiltshire Learning Trust Online Safety Policy Template (2013)
- No Place for Bullying: How schools create a positive culture and prevent and tackle bullying (Ofsted, 2012)
- Behaviour and Discipline in Schools (DfE, 2013)
- Tackling bullying in schools: a guide for governors (Anti-Bullying Alliance, 2011)

Monday	Tuesday	Wednesday	Thursday	Friday
				
				
				

Signed _____

Parents signature _____

Signed _____

Parents signature _____