



Tonwell St Mary's CE Primary School

'Knowing each child, growing each child, in God's love'

Anti-Bullying Policy

1 John 4:16

*And so we know and rely on the love God has for us.
God is love. Whoever lives in love lives in God, and God in them.*

**Date Agreed: October 2017
Reviewed: September 2020
Review Date: September 2021**

1.0. A definition of bullying:

Bullying the expression of a **power relationship** where there is the use of **aggression** over a period of time, with the **intention** of **repeatedly hurting** another person. Bullying results in **pain and distress to the victim**.

Bullying can be:

Emotional:	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical:	pushing, kicking, hitting, punching or any use of violence
Racist:	racial taunts, graffiti, gestures
Sexual:	unwanted physical contact or sexually abusive comments
Homophobic:	because of, or focussing on the issue of sexuality
Verbal:	name-calling, sarcasm, spreading rumours, teasing
Cyber:	all areas of internet, such as email and internet chat room misuse, mobile threats by messaging and calls, misuse of associated technology, i.e. camera & video facilities

Peer on peer abuse

'Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.' *Keeping Children Safe in Education*

If two pupils have an occasional disagreement or quarrel this is not bullying.

In short, it is the continued repeated intention to hurt, frighten or intimidate another person.

2.0. Rationale for this policy:

At Tonwell St Mary's CE Primary School we believe in addressing bullying because:

- bullying makes pupils unhappy;
- bullying affects the learning of the victim;
- bullying can lead to school absence;
- if unchecked, it can affect the standards of social behaviour in the whole school community;
- taking action against bullying demonstrates that we care.

3.0. Aims and Objectives

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. A key aim within our vision and values is to 'be friendly and inclusive to all'
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

It is important to note that it is not the purpose of this policy to prescribe consequences; these are detailed in the Behaviour Policy.

4.0. Encouraging Friendship

4.1. School Council and Buddy Systems

The school has active School Council representatives from each class who discuss issues related to bullying if they arise. Where appropriate, a buddy system is introduced for individual children whereby playtime buddies help their peers to solve problems that occur both in and out of the classroom. The buddy is the child's first contact point, if they feel they cannot tell an adult.

Playground games and activities are available for children during the lunchtime break, supervised by the dinner ladies. These activities are designed to promote a healthy lifestyle, encouraging teamwork and participation, skills that discourage the concept of bullying.

4.2. Class activities and Whole school initiatives

A selection of information as a basis for assemblies on the theme of anti-bullying is available to staff for whole school assemblies. PSHE lessons are sometimes based on the themes of bullying and anti-social behaviour, providing a problem-solving approach and exploring how bullying can be prevented and combated. The school takes part in anti-bullying week annually and uses this as an opportunity to promote awareness with parents, children and staff. The school has adopted a therapeutic approach to behaviour and staff have refresher training every year.

4.3 Special Educational Needs or Disabilities

Some pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as others. Staff are particularly aware of these pupils and where appropriate a named adult or buddy is appointed to monitor play times or classroom activities.

5.0. Dealing with Bullying

5.1. Procedures for responding to alleged/witnessed bullying incident in school.

Where children, parents or members of staff believe that bullying occurs, this will be investigated subject to referral to the Bullying checklist (Appendix 1). It is essential that anyone making an allegation of bullying be clear on the definition of bullying and have evidence to support this.

All complaints or observed incidents of behaviour that fall within the definition of bullying in paragraph 1 will be recorded and will then be investigated by the Head Teacher or Senior Teacher, who will record their findings on Form 1 (see appendix B)

Where bullying behaviour is established by the Head Teacher or Deputy Head Teacher:

- He/ she will record the incident using Form 2 (appendix C);
- the Head Teacher will use Form 2 to analyse the number of type of any bullying incidents and feedback to the Governing Body the number of incidents termly
- appropriate sanctions will be applied consistent with the school Behaviour Policy and measures put in place to prevent re-occurrence of the bullying behaviour; and
- parents of children involved in the incident will be informed of the incident and the outcome.

Where school staff are unable to resolve the incident to the satisfaction of the parents the matter will be referred to the Chair of Governors for review and adjudication.

5.2. Pupils who have been bullied

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

5.3. Pupils who have bullied

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents /carers to help change the attitude of the pupil
- applying appropriate disciplinary steps (outlined in section 6.0 and in the Behaviour Policy)

6.0 Roles and responsibilities

6.1. Teacher's Role

- Teachers at Tonwell St Mary's take all forms of bullying seriously and intervene to prevent incidents from taking place.
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

- If teachers witness or become aware of bullying, a clear account of the first identified incident will be recorded and given to the Head Teacher.
- The Head teacher or Deputy HeadTeacher will investigate (see paragraph 5.1 above).

6.2. Head Teacher's Role

- It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.
- The Head Teacher will keep a record of all reported bullying incidents.
- The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.
- The Head Teacher draws the attention of children to this fact at suitable moments. For example, a focused assembly during anti-bullying week or if an incident occurs.
- The Head Teacher ensures that all staff attend sufficient training as appropriate, to be equipped to deal with all incidents of bullying.
- The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

6.3. Mid-day Supervisors

- If an incident of inappropriate behaviour occurs at lunchtime then the mid-day supervisor will refer this to the relevant class teacher.
- If any lunchtime staff witness a pattern of what they believe to be bullying then they will refer this to the relevant class teacher or teacher in charge i.e. a member of the Leadership Team. On further investigation, they may then report the incident to the Head Teacher.

6.4. Parents

- Parents 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.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

6.5 Governing Body

- The Governing Body has overall responsibility for ensuring that effective measures are in place for dealing with and eliminating bullying behaviour. The Governing Body will review and adjudicate upon complaints of bullying unresolved to the satisfaction of parents.

7.0. Disciplinary Steps.

Refer to the Behaviour Policy for information regarding behavioural sanctions. In conjunction with this, the following disciplinary steps may be taken:

- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- fixed-term internal exclusion
- fixed term external exclusion
- permanent exclusion

8.0 Planning, Monitoring and Evaluation

It is the responsibility of the Governing Body to agree and monitor the school Anti-bullying policy. The committee of the governing body for school improvement issues does this together with the Head Teacher.

Identification of Bullying

Bullying is the expression of a **power relationship** where there is the use of **aggression** over a period of time, with the **intention** of **repeatedly hurting** another person. Bullying results in **pain and distress to the victim**.

Details of the event that led to the referral being made:

In making the allegation of bullying I believe that there is:

- A **power relationship** between the alleged bully/bullies and the victim
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)

- **aggression** over a period of time,
- With the **intention** of **repeatedly hurting** another.
- There is clear **pain and distress to the victim**.

Reasons why the concern may not meet the definition of bullying :

Have you considered whether:

- The first hurtful incident between these children

- Falling out between friends after a quarrel, disagreement or misunderstanding

- Conflict that got out of hand (should not happen again)

- Activities that all parties have consented to and enjoyed

Signed:

Date:

Following completion of Appendix 1, Initial investigation into allegation of bullying

Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

Making a judgement of bullying

- Incident **was** bullying (all 3 amber warnings confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)

- Incident **was not** bullying on this occasion because it was
 - the first hurtful incident between these children
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - The child has been not been hurt
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
 - Other _____

- There is **currently insufficient evidence to confirm bullying** but there is enough evidence of inappropriate conduct on the part of aggressor to warrant monitoring because:
 - It was difficult to determine the number hurtful incident between these children
 - Reciprocal game between friends with little clarity as to the initial perpetrator
 - Repeated falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - Other

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Appendix C

Form 2: When confirmation of bullying- Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

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:	

2. Those involved – please also record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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Appendix D

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk
Kidscape website	www.kidscape.org.uk