Anti-Bullying
Policy

Accepted	Review Date
Sept. 2015	Sept. 2017

Rationale

Bullying comes in many forms and sadly it impacts too many individuals across our society. As a school we need to acknowledge the dangers of bullying and be alert to the potential of it occurring in our school.

To do this we must first come to a common understanding of bullying. Working with our school council we defined bullying using four 'P's:

- **Purpose -** One or more pupils <u>intending</u> to cause hurt to others.

- **Pattern -** One or more pupils <u>repeating</u> behaviour that hurts others.

Serious bullying will also be:

- **Persistent -** The bullying behaviour will last for an extended time.

- **Planned -** One or more people will systematically seek out victims.

The most common forms of bullying in the primary age group include:

- **Physical Bullying** e.g. Pinching, pushing and kicking.

- **Emotional Bullying** e.g. Name calling and threatening.

- **Social Bullying** e.g. Excluding from games or restricting other children's friendships.

- **Cyper Bullying** e.g. Misuse of social media or phone 'stalking'.

Pupils may become targets for bullying for a range of reasons or none. These include:

- Physical Appearance/Characteristics e.g. size or weight
- Social/Economic Status e.g. lack of financial resources
- Disabilities/Challenges e.g. special educational needs
- Social Allegiances e.g. football team supported
- Religion/Race/Culture e.g. colour

The rationale for having an Anti-Bullying Policy is very straightforward. Bullying can happen in any school and it can take away a child's happiness and deprive them of their rights to flourish. As a school we stand robustly against bullying and will not allow it to go unchallenged.

The Department of Education has urged schools to prevent and tackle any incidents of bullying systematically. Our school Governors have stressed their commitment to prevent bullying in all its forms. All staff members are focused on their responsibility to protect pupils and give them the skills to avoid being bullied. Parents quite rightly demand that bullying is stamped out when it occurs. Most importantly, the pupils want to be safe and free from the threat of bullying.

Bullying Facts:

- Bullying can be found in any school and community.
- It can be countered effectively.
- It is a learned behaviour.
- It can be unlearned.
- A bully needs help to change.
- Recipients need protection and empowerment.
- We do not want it in our school or in our community.

Victims can suffer from:

- Low self-esteem
- Guilt and shame
- Timidity
- Social isolation
- Fear of meeting strangers
- Anxiety and panic attacks
- Psychosomatic illness
- Agoraphobia
- Depression

Finally, bullying is better prevented than punished. This policy aims to raise awareness of bullying, create a culture that seeks to prevent it, build up victims and potential victims to speak out and finally, help the perpetrators to change their negative behaviours.

This type of proactive anti-bullying policy is rooted in our school's vision. We believe that the pupils in our care are 'Learning to Live'. Working and playing well together is core to this vision. This requires an environment that deals effectively with bullying when it occurs.

This policy must not be seen in isolation. It needs very much to be seen in context of our range of school policies. This is particularly relevant to the school's Behaviour and Discipline Policy.

In the Behaviour and Discipline Policy we have four 'C's:

- **C**haracter Development
- **C**elebration of Good Decisions
- **C**onsistent and Assertive Responses
- **C**ommunity Partnership and Support

This very comprehensive approach to behaviour management prevents, and when required challenges, all forms of negative behaviour including bullying. This Anti-Bullying Policy simply explains how this structure can be applied to the issue of bullying.

Anti-Bullying Leadership

The Governors are ultimately responsible for the school to be a safe and positive environment. The operational leadership of the policy is the remit of the Senior Leadership Team.

The Pastoral Care Team will support staff by being involved in the process of drafting and updating the policy and related procedures. This will include the leadership of our yearly Anti-Bullying Week each November (including an annual bullying survey.)

All staff must be proactive in applying the Anti-Bullying Policy. All staff must be familiar with the policy and apply its out workings consistently.

Key Staff and their remit:

Position	Person	Remit
Principal	F. Bailie	Whole school Discipline
Nursery Leader	C. Spratt	Nursery Discipline
Foundation Stage Leader	D. Blain	Foundation Stage Discipline
Key Stage 1 Leader	L. Weir	Key Stage 1 Discipline
Key Stage 2 Leader	T.B.C.	Key Stage 2 Discipline
Pastoral Care Leader	R. Watson	Whole School
P.D.M.U. Leader	H. Clifford	Whole School

Our Values & Mission Statement

This policy document was not written in isolation. It was developed in the context the school's values and the resulting mission statement.

Values	Contribution of the Anti-Bullying Policy
To be a Happy & Healthy Environment	The prevention and tackling of bullying is essential to keep pupils safe and safe in school.
To develop Skilled Learners & Flexible Thinkers	Part of our approach to challenging bullying is to empower pupils and give them the skills to deal with this complex issue.
To value Partnerships both Locally & Globally	To challenge bullying requires our whole community, especially parents, to engage in proactive strategies.
To inspire High Aspirations and Achievements	Bullying attacks pupils' self-esteem. To eliminate bullying is to protect them from its dangers, especially in regards to their learning.

Mission Statement	Contribution of the Behaviour & Discipline Policy
Care & Wellbeing Central	High Level of Compliance - A positive and secure environment promoted.
Health & Sport Promoted	High Level of Compliance - Emotional security impacts health and wellbeing.
Involving Parents & Community	High Level of Compliance - The role of parents in reinforcing the policy is key.
Learning & Teaching Focused	High Level of Compliance - A strong and secure ethos promotes achievement.
Developing Technology & Creativity	High Level of Compliance - Stressing the safe use of multimedia and the internet.
Raising Expectations & Standards	High Level of Compliance - Self-esteem development is key to promoting results.
Excellence & Innovation Pursued	High Level of Compliance - Development of new pro-social strategies.
Networking Locally & Globally	High Level of Compliance - Stimulating a sense of responsibility for self and others.

Aims

We hope to develop, via this policy, the capacity of our pupils and our pastoral structures to prevent bullying by our commitment to a pro-social and proactive ethos. It will also, challenge and stop bullying when it occurs.

Our approach will involve caring for and building up the personal robustness of pupils who have been the target of bullying. It also involves helping pupils who have bullied to reflect on their actions, commit to better future decisions and make amends.

The key aims of the policy are:
- To promote the happiness and safety of all the pupils in our care.
- To protect and celebrate our diverse range of needs, faiths and races.
- To develop a pro-social culture that celebrates the values and rights of all.
- To create an awareness of bullying and challenge any associated 'culture of silence'.
- To enable pupils to understand the four key types of bullying and their dangers.
- Via a pro-social teaching approach, pupils will be empowered to make good decisions.
- To ensure that pupils, staff and parents know how to respond if bullying occurs.
- To make sure that victims and perpetrators will be treated fairly and supportively.
- Pupils' attainment in all areas of learning will be enhanced.
- To keep parents informed and confident in the school's response to any bullying.
- Parents' confidence in the school's work, especially pastoral care, will be high.
- Now, and in the future, our pupils will be compassionate and responsible citizens.

Out workings of these aims will include the following:

- High levels of pupil attendance.
- High levels of pupil satisfaction and participation in school life.
- High levels of welcome and appreciation of other cultures and needs (Shared Education.)
- High levels of parental confidence and demand for school places.
- High levels of support from the local community.
- High levels of self-esteem amongst pupils.
- High levels of emotional intelligence across the school.
- High levels of a personal and collective 'social conscience'.

Methodology

As already outlined there are four intertwining strands that encompass our Behaviour and Discipline Policy. These strands are also applied in the Anti-Bullying Policy to address the dangers and incidents of bullying. These are:

- **Character Development**

- **Celebration of Good Decisions**

- **Consistent and Assertive Responses**

- **Community Partnership and Support**

How do we implement these key strands?

Strand 1: Character Development

Bullying is best prevented. We aim to give pupils the opportunity to form their own personal value 'toolbox'. Our desire is that pupils will be challenged to think, reflect and then form their own set of good decision forming values. Our aim is that they will do the right things because they believe them to be the right things to do.

To achieve this type of ethos we have targeted the following strategies
(see Behaviour and Discipline Policy for greater detail):

Staff acting as role models.

P.D.M.U. Curriculum

Circle Time Activities

Promoting an Anti-Bullying Culture

Cross-Curricular Approach

School Council

'Buddy Classes'

'Playground Buddies'

In addition to these measures we have an annual anti-bullying week. In the November of each school year we work in a parallel with the national anti-bullying week. We aim to engage with the whole school and the wider community.

During these weeks we will:
- Explore the four key forms of bullying
- Explain strategies to challenge bullying
- Promote our pro-social ethos
- Investigate and audit possible bullying in our school

We have developed a three-year cycle of anti-bullying themed week:

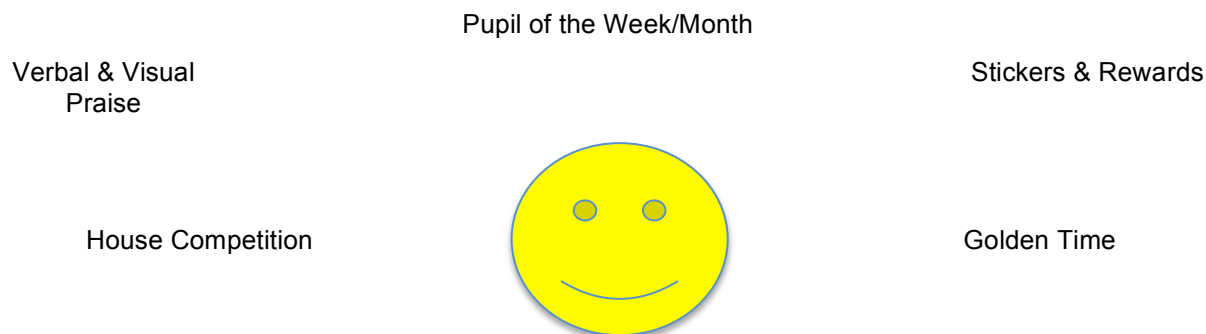| Theme Week:	Dates:	Notes:
'We are Family!'	November 2015	Stressing Collegiality
'Friendship Week'	November 2016	Working with St. James's
'Operation BLUE'	November 2017	Spy Theme

The school believes in the potential to build character and empower pupils to make good decisions. Children are asked to apply six value words to their relationships, play and work in school.

The six guiding values that we ask children to embrace and apply are:

Kindness Responsible Loyal

Strand 2: Celebration of Good Decisions

We are convinced that prevention of bullying is the most effective strategy. Please refer to our Behaviour and Discipline Policy. The chart below summarises the key ways we celebrate and reinforce good choices. We believe that behaviour rewarded is behaviour that is likely to be repeated.

Pupil of the Week/Month

Verbal & Visual Praise

Stickers & Rewards

House Competition

Golden Time

Strand 3:Consistent and Assertive Responses

We have agreed a proportionate and progressive protocol of responses to be applied when bullying has been reported or/and detected.   The flowcharts on the following pages outline our protocol.

Please Note:

- This chart is a guide only. Teachers need to consider the specific context in issuing sanctions.

- The school is very reluctant to issues suspensions or to ever consider expulsions. They are sanctions of last resort. They are, however, retained as an option at the Principal's discretion.

- The Principal retains the right to skip stages in this protocol for more extreme bullying. This could include racial bullying or extremely violent cases.

- Bullying must be addressed assertively and consistently to protect victims and help the pupil/s who bully.

Whitehouse Primary Anti-Bullying Protocol

Investigation Conducted: Normally, this involves meeting with the perceived victims, those suspected of bullying behaviour, witnesses and relevant staff. Behaviour data will also be utilised to search for pattern and background. Notes are carefully recorded. The class teacher investigates the first reported bullying complaint.

Via a complaint, an incident or as a result of analysing data from our behaviour records it is suspected that a pupil or group of pupils are involved in bullying behaviour.

Is the behaviour/s bullying?

No, the situation should be assessed and dealt with assertively under the Behaviour and Discipline Policy.

Bullying Intervention:

Yes, bullying has occurred:

- Head of department/Principal informed and involved.
- Pupil/s responsible to complete a 'What I did and how can I make it better?' Sheet (age appropriate.)
- Pupil/s responsible to apologise and accept a punishment. A minimum of 3 detention periods.
- The victim of the bullying is offered support or/and counselling.
- The parents of the victims and those responsible for bullying behaviour contacted.
- Record entered into the file of the victim of bullying and those responsible for the behaviour.
- The office team add the incident to the school's Behaviour Database.
- One month later the victim of bullying is interviewed to check they are remaining 'bullying free'.
- This follow up interview is noted in the victim's Behaviour Record.

The previous cycle of intervention will be repeated.
In addition:
A minimum of 5 detentions periods will be served by the offending pupil/s. Parents of the offending pupil/s will be required to attend a formal interview. They will receive a letter warning them that another bullying event is likely to led to a suspension.

Critical Level Bullying Intervention:
On the third or more occasions of a pupil/s being involved in a bullying incident in a school term they proceed to a critical level intervention. The Principal will repeat the previous cycle of intervention.
Sanction options will include:

- Extended Detention
- Suspensions
- Expulsion

High Level Bullying Intervention:
On the second occasion when a pupil/s is/are involved in a bullying incident within a school

Recording Behaviour Incidents

It is important that records are kept both systematically and securely. They must be accurate and written in an objective manner. Staff members need to remember that data is both sensitive and important.

All members of staff have been issued with a duplicate incident report book. Each book has been pre-printed with carbonised report slips. See the template on page 11. After an incident has been investigated the report slip should be completed. Two copies should be sent to the classroom teacher/s and filed in the Class Behaviour File/s. One copy will be filed under the pupil/s whose actions were reported and one under the pupil/s who was/were the 'victim'. The most recent events will be filed at the front of each pupil's profile. This will help the teacher monitor the patterns of individual pupils who are making poor decisions. It will also allow them to spot are individuals being bullied by one or more people across multiple classes.

One copy will also be sent to the office. The office staff will enter brief details unto the School Behaviour Database. This database will allow the Principal to monitor trends as well as see patterns of behaviour, especially potential bullying. This database will be stored in a C2K private folder only accessible by the S.L.T. and the office staff. Bullying incidents will be highlighted on the database in red to highlight a pattern.

It is important that in each pupil's profile that restitution sheets, apologises and letters sent home and interviews/parents' note are also filed. These should be filed chronologically. The most recent events should be filed to the front. The Class Behaviour File must be locked away securely. These folders will be passed on annually, in August, to the new teacher.

The Heads of Departments and the Principal should maintain a Department/Whole School Bullying Behaviour File of cases they deal with in their leadership role. These used, organised and stored as stipulated for Class Behaviour Files.

Behaviour Record Template

Pupil/s involved in reported behaviour		Date:
		Time:
		Location:

Pupil/s impacted by behaviour:

Behaviour Being Reported (Tick all appropriate Behaviours)

Disobeying instructions	Not doing work	Being disrespectful to others	Being unkind
Name Calling	Poor language	Unsafe play	Violent behaviour
Fighting	Vandalism	Misusing property	Other:_____

Details of incident:	**Actions (including sanctions):**

Possible Bullying: No   Unsure   Yes
Comments if applicable:

Staff Member's Signature: **Date:**

Strand 4: Community Partnership and Support

The role of parents and the wider community is crucial. We ask that parents support the school's rules and protocols completely.

How do we engage parents in anti-bullying management?

- Parents will be consulted on policy updates every two years.

- The policy will be distributed to families on their arrival at the school or every two years.

- A summary of the policy will be included in the Pupils' Handbook and Parents' Handbook every September.

- Parents will be involved in the regular communications as outlined in the policy.

- The school will be open to support all parents in helping their children's social, emotional and educational needs.

Equality of Opportunity

All pupils whatever their gender, race, religion and social background must have benefit from equal treatment. As a school we are committed to both nurture and discipline pupils without fear or favour.

Anti-Bullying Management and S.E.N.

Teachers have a responsibility to cater for the needs of all their pupils. It is important that all barriers are acknowledged and the teacher makes reasonable efforts to meet the needs of all pupils.

Some pupils have complex issues that influence their behavior. The class teacher should liaise with the previous teacher and the SENCo before the school year.   A range of strategies need to be agreed to manage some pupils' particular needs. This may also be explicitly included in the pupil's I.E.P.s. It is important that all staff who deal with the pupil are aware of their difficulties so they can act as appropriate when managing their behaviour, including bullying.

Health and Safety

There are pupils who have challenges that may result in their safety and those of other pupils and staff being compromised. It is key that staff work with the SENCo, external agencies and within SENDO legislation to ensure that the pupil, and those who will be impacted by their challenges, be supported in the most effective manner. This will normally involve a very specific behaviour I.E.P.

Resource Management

Resources are allocated and stored at both year group and whole school level. Each year group is responsible for any resources they are provided with for behaviour management. In June the Pastoral Care Team may bid for new resources for behaviour management. If granted funding the Pastoral Care Team is responsible for recording and maintaining a register of equipment and resources allocated. These records must be available for audit purpose. If a staff member leaves an audit must be completed before a new staff member arrives.

Assessment & Reporting

Each November the Principal will complete an annual bullying survey to assess the impact of the Anti-Bullying Policy. All cases of suspensions or/and expulsions due to bullying will be reported at the next Board of Governors' meeting.

Professional development

The school is committed to cater for teachers' professional development needs within the area of anti-bullying strategies. This includes the following key elements:

- A clear and user-friendly Anti-Bullying Policy.

- An appropriate and varied range of resources.

- The support and encouragement of the Pastoral Care Team, SENCo and S.L.T.

- Ongoing training and professional development as required.

The Monitoring and Evaluation of the Anti-Bullying Policy

The monitoring of the policy will be ongoing across the year. The impact of the policy will be monitored in the following ways:

- The school's yearly Data Report (literacy and numeracy progress.)
- Monthly and yearly attendance figures.
- Half-Termly School Council Meetings (agenda item.)
- Anti-Bullying Survey every November.
- Principal's Happiness Audit (Pastoral Care) every March.
- School Behaviour Database, the Heads of Department and Principal's Bullying Behaviour Files.
- Detention Logs
- T.T.I. pupil, parent and staff discipline survey as part of the three year school development planning cycle.

Links with other Policies

Child Protection Policy
Behaviour and Discipline Policy
P.D.M.U.
S.E.N.
Health and Safety
Intimate Care
Suspension and Exclusion

Review Cycle of Policy

The Anti-Bullying Policy will be reviewed and if required updated every two years. This process will involve pupils, parents, staff and governors.

Staff will be issued with a hard copy of the new policy and scheme after its approval. An electronic version will be stored at Staff/Policies/Pastoral Care/Anti-Bullying. Previous versions will be stores in an archive folder in the Anti-Bullying Discipline folder on the c2k system.

A full version will be issued to parents after every review. A full version will be available from the school office for reference or/and a paper copy issued if required. A summary version will be issued to pupils, parents and staff as part of the yearly handbooks published each September.