



St Andrew's CE Primary School

Anti-bullying Policy

'Learning together, praying together'

At St Andrew's School we believe that bullying is an unacceptable form of behaviour. Preventing and tackling bullying is a high priority within the school with a clear commitment from the whole school community. We promote school values which demonstrate co-operative behaviour and reject bullying behaviour. The school's Anti-bullying Policy will not discriminate against any pupil on grounds of race, religion, gender, disability or sexual orientation. It is a vital policy in promoting good relations between the different communities in and around our school.

Aims of the Policy

Our Anti-bullying Policy aims to:

- Make staff and pupils more vigilant of and responsive to bullying behaviour
- Ensure that children feel safe, secure, valued and respected
- Deal with all bullying incidents promptly and effectively
- Ensure that the children feel that the school is trying to reduce and prevent bullying behaviour.

A Definition of Bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, coercion, ridicule, cyber bullying or indirect action such as spreading unpleasant stories about someone.

Not all aggression or name calling is bullying. Individual incidents are addressed through our Behaviour Policy. Such incidents become bullying when any form of aggression or negative intent is repeatedly exercised through the abuse of power rather than an exchange between equals.

Bullying can take many forms, but three main types are:

- **Physical** – hitting, kicking, biting, spitting, scratching, damaging or taking another person's property etc
- **Verbal** – name calling, insulting, ridiculing, making racist, sexist or homophobic remarks etc
- **Indirect** – spreading false or malicious rumours, excluding from social groups etc.

Name-calling is the most common direct form of bullying. This may be because of individual characteristics and pupils can be called nasty names for

any reason but often because of their ethnic origin, nationality, colour or some form of disability.

Bullying of Specific Groups

Racist bullying – verbal or physical violence and /or behaviour towards individual or groups or their property on grounds of their colour, race, ethnic or national origin, religion or culture where the aggrieved believe the aggression was racially motivated, and /or there is evidence of racial motivation. Refer to the Race Equality Policy for further information.

Homophobic bullying – involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation. Children may also be the victims of bullying behaviours as a result of their parent/carer(s) perceived or actual sexual identity or orientation.

Gender bullying – involves a range of identified bullying behaviours being enacted against individual, or groups of individuals where the bullied party(ies) believe(s) this aggression is sexually motivated and /or there is evidence of sexual harassment.

Bullying due to ability, disability or Special Educational Needs – involves children being targeted because of their need or disability or that of their parents/carers or because they may not be as well integrated into classes as well as other children. There is also increasing evidence that children of a high academic ability may be targeted because of their levels of achievement.

Preventative Strategies

To prevent bullying, measures need to be put into place. These will take the form of:

- Serious commitment to implementing strategies that counter specific types of bullying
- Regular staff training on how to recognise and tackle different sorts of bullying
- The establishment of a clear recording, monitoring and reporting system to measure, review, evaluate and report incidents of different forms of bullying (The Pink Slip system).
- Ensuring that the pastoral, PSHE and academic curriculum framework supports and extends statements made in this policy
- Promote good home/school liaison
- Having a school-wide initiative to challenge the use of offensive and discriminatory language
- Ensuring the school is well supervised, paying particular attention to areas where pupils may be vulnerable
- Providing pupils with a clear understanding of what bullying is
- Developing links with outside agencies to offer expertise to schools and to offer advice and support for pupils and parents/carers
- Auditing pupil opinion on the presence of bullying in our school and their view on the effectiveness of our response

Strategies to deal with incidents of bullying will depend on the child(ren) involved and the history of previous incidents. The class teacher will use his/her judgement on the best way to deal with the case or they will refer the matter to the Senco or Pupil Care Coordinator who will develop a strategy to address the concern.

Stronger measures may be needed in more serious and persistent cases.

Reporting Incidents of Bullying

All reported incidents of bullying will be taken seriously and will be dealt with as a matter of urgency.

Alleged incidents of bullying should be reported at the earliest opportunity, in the first instance, by a member of staff, the child, parent/carer or other witness to the class teacher. The class teacher will investigate and respond to the situation and will also notify the Headteacher and the pupil welfare team of the allegation using the Pink Slip System. If it is established that bullying has occurred the Headteacher and the pupil welfare team will devise a strategy in partnership with the class teacher. This plan will be recorded on a Welfare Referral Form (appendix 3) and then the actions will be put into place and their effectiveness monitored. It is important that the victim is also informed of as much as is appropriate so that they have ownership of the action.

In line with school policy, if a parent/carer or child feels the matter has not been resolved satisfactorily an appointment should be made to see the Headteacher. The Headteacher, class teacher and pupil welfare team will outline the actions taken with the parents and discuss ways of reaching a positive resolution.

Bullying incidents are recorded by the school and analysed by type. The school also reports to the Local Authority on a termly basis.

Procedures for Responding to Reports of Bullying

Any member of staff to whom alleged bullying is reported will:

- Immediately establish whether the nature of the problem is bullying, a matter to be covered by the Behaviour Policy or one to be resolved by the relevant adult
- Assure the victim we intend to support them/keep them safe
- Record and report details of any incident/s and report them to the Pupil Care Coordinator
- From here a strategy will be agreed between the pupil welfare team, the Headteacher and the class teacher
- Details of actions to be taken are recorded
- Parents/carers are kept informed at each stage
- Key members of staff are notified to monitor the situation to check that the bullying has not started again.

- The Pupil Care Coordinator records significant racist and bullying incidents on the school's management system (SIMS) and this data is returned to the DfE.

Guidance to Pupils

St Andrew's encourages not only the 'victim' of bullying to seek support from a teacher but also encourages children who bully others to seek support.

Children are encouraged to speak to an adult about incidents of bullying, making sure they are clear on what has happened, how often it has happened, who was involved, who saw what was happening, where it happened and what has been done about it already. The child will be assured that this matter will be taken seriously and then the appropriate action will be taken.

We use assemblies, the PSHE curriculum and posters such as the 'Childline' and the 'Bully Proof' campaign to reiterate our intolerance of bullying. Children are also made aware of the 'Don't Suffer in Silence' guidelines through posters and as part of the PSHE curriculum.

Parents/Carers

Parents/carers play a vital role in promoting and encouraging good behaviour, in identifying and reporting bullying, and in supporting the school's approach to tackling bullying.

Equal Opportunities

This process operates within our whole school policy on Equal Opportunities. All children have a right to develop and achieve their potential and equality of opportunity underpins the whole of school life. Children are treated equally as individuals irrespective of their own abilities, difficulties, attitudes, backgrounds and experiences.

Monitor and Review

Monitoring and review of bullying in St Andrew's will be taken seriously. This will take several forms such as:

- Reviewing Pupil Welfare Referral
- Data from the Pink Slip Referrals (see Behaviour Policy)
- Looking at exclusion data
- Safe at school survey data and Annual Pupil Survey data
- Parental complaints

There will be a regular review of the summary of the number of incidents recorded and how they were dealt with.

This policy will be monitored and evaluated by the Governing Body, Senior Management Team and Pupil Welfare team. It will be reviewed and revised, where necessary, on an annual basis by the Pupil Welfare team.

Updated January 2016

Appendix 1

Possible Signs of Bullying for Teachers and Parents to be Aware of

If a child is being bullied, they may show some of the following signs:

- Be frightened of walking to or from school
- Be unwilling to go to school
- Beg you to drive them to school
- Change their route to school
- Deterioration in their school work
- Come home regularly with clothes or books destroyed
- Come home hungry (because lunch was taken)
- Become withdrawn, start stammering
- Become distressed, stop eating
- Cry themselves to sleep
- Have nightmares and even call out, 'Leave me alone'
- Have disturbed sleeping patterns
- Have unexplained bruises, scratches, cuts
- Have their possessions go missing
- Ask for money or begin stealing money (to pay the bully)
- Continually 'lose' their pocket money
- Refuse to say what's wrong
- Give improbable excuses to explain any of the above
- Reluctance to go out to play
- Attempt suicide

Appendix 2

Guidance for Pupils

Don't Suffer in Silence

1. When being bullied:

- Be firm and clear – look them in the eye and tell them to stop
- Move away from the situation quickly
- Tell an adult what has happened straight away

2. After you've been bullied:

- Tell a teacher or another adult in your school
- Tell your family
- Ask a friend to accompany you when you tell an adult, if you feel you need support
- Keep on speaking up until someone else listens
- Don't blame yourself for what has happened

3. When you are talking about bullying with an adult, be clear about:

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already

Rights of a Child

I have a right

To be treated with respect and kindness. This means that nobody will laugh at me, ignore me or hurt my feelings.

I have a right

To be individual in this room. This means that nobody will treat me unfairly because of my interests, or that I'm a boy or girl, or the way I look or my strengths and weaknesses.

I have a right

To be safe in this school. This means no-one will hit me, kick me, push me, taunt me with words or hurt me in any way.

I have a right

To learn about myself in this school. This means I will be free to express my feelings and opinions without fear of being interrupted or punished.

I have a right

To be valued and respected for my individual strengths and weaknesses.

Appendix 3- The "Pink Slip"- Pupil Referral Form

Referral for Child Protection, Social or Emotional concern.				
Outline of concern (please circle - can circle more than one)			Action taken	Review of outcome
Child protection - specific incident	Child protection -non specific	Social - in class	Social - on playground	Emotional
<p>(Please note that if this is a specific incident relating to child protection, your report must be factual and you need to record the time of your initial involvement and the time of recording your notes)</p> <p>Name of child: _____ Class: _____</p> <p>Person making referral: _____</p> <p>Signed: _____ Date: _____</p>				