

All Saints Primary School Anti-Bullying Policy

At All Saints all of our children have the right to learn in a supportive, safe and caring environment without fear of being bullied. We promote good behaviour. Bullying is anti-social, wrong and unacceptable. We acknowledge the impact that bullying can have on an individual's emotional well-being and their learning. This policy has been developed with pupils, parents, governors and staff of All Saints Primary School and sits in line with our with our Behaviour Policy.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

We believe in restorative approaches to deal with incidents of poor behaviour alongside appropriate sanctions. The basic ethos of such approaches is to:

- Ensure that children have the chance to understand the harm that they have done to others.
- Give the children who have caused harm the chance to put things rights and become an accepted member of the community again.

All procedures follow **L.E.A.F** ethos –

- L.** Listen – Ask in turn what has happened to you?
- E.** Effects – How has everyone been affected?
- A.** Amends – What do we need to do and say to make things better?
- F.** Follow Up – Are things still better?

Definition of bullying – what it is and what it isn't

Bullying is:

- Deliberately hurting others, sustained over a period of time, in order to cause distress in order to give a feeling of power, status or other gratification to the bully. The victim will find it difficult to defend themselves against this.

Bullying can be:

- Physical – punched, kicked, spat at etc.
- Verbal – name calling including names about individual characteristics, gender, ethnic background, disability etc. teasing.
- Exclusion – including spreading malicious stories/rumours, including text and phone communications.
- Damage to property or theft – including forcing others to hand over property.

Bullying is not:

- A disagreement between friends that results in a temporary break down in relationships.
- Isolated incidents – fights, pushing, name calling etc.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation – homophobia/not fitting in with gender stereotypes
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

School teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Statutory duty of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Policy Development

This Policy was formulated in consultation with the school community. A Parent's Guide is available and the School Council will devise a version for pupils' this academic year. Parents/Carers will be encouraged will be encouraged to be apart of the consultation progress further through parent focus groups.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Implementation

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be given to the Class Teacher, Deputy Headteacher or the Headteacher
- The Head or Deputy Headteacher will interview all concerned and will record the incident in the Serious Incident book
- Parents will be kept informed
- Consequences will be used as appropriate

The different strategies we use in school:

- **Restorative Discussion**

This is an informal, quick, on the spot discussion, following the above LEAF Structure. This can be used for lower level/one of incidents and may not be appropriate to instances of bullying.

- **Mini-conference**

This is a discussion/meeting held in an appropriate space away from the rest of the children's peers. It will involve children and a member of staff only. This will give both parties a chance to discuss an incident and how they were made to feel as a consequence of the other person's actions. Staff leading this Mini Conference will refer to 'Barlow Hall's Restorative Enquiry for a Mini Conference', which outlines the three stages to be followed.

- **Support Group Approach**

Trained staff will initiate and lead this process, involving the perpetrator and some of the peers of the victim. This process will encourage the child who has bullied to see the consequences of their actions outlined by their peers.

1. The victim or their friend will report the incident to an adult.
2. Staff to complete 'Bullying Incident Form'
3. The adult will inform the Phase Leader, Deputy Head/Head about the incident. If it is felt that a Support Group Approach would benefit the children this process will be initiated.
4. Trained staff will form a 'committee' discuss reasons why the victim may be unhappy in school.
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6. The perpetrator does not have allegations directed towards them, although children may discuss the child's actions.
7. Together the 'committee' will devise a plan to improve the situation for the victim.
8. This plan will be reviewed with the 'committee' a week later.
9. Complete 'Anti-Bullying Review' Sheet.

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Procedures for Children

Make informed decisions as to what constitutes bullying.

Raise any issues through a variety of communication channels including

- Report to an adult in school
- Report to their friend or a peer buddy
- Discuss at home with a parent/carer
- Opportunities at circle time.

Procedures for Parents/Carers

Initially parents should inform the class teacher. If they are not available class teachers will call parents back at the first available opportunity and offer an appointment at a convenient time.

If the school has any concerns about a child's health or well-being, a member of staff may contact parents to discuss the matter. In some circumstances it may be necessary for another person to discuss matters with parents e.g. a health visitor, education welfare officer, school nurse or social worker. At all times, the aim is to offer support the child and their welfare.

If Parents/Carers are unhappy

If after speaking to a member of staff a parent feels that their child is continuing to have difficulties they will contact the class teacher a second time. If this still fails to resolve the matter they will ask to speak to a more senior member of staff.

These are:

Name: Toni Elliott, Head Teacher

Name: Joanna Higginbotham, Deputy Head (autumn term)

However, if parents feel that school have not dealt satisfactorily with their concerns, they have the right to complain. This is the school's complaints procedure:

- 1) Parent/Carers to contact the child's class teacher.
- 2) Parent/Carers to contact the Headteacher or in her absence the Deputy Head.
- 3) In the rare instance that Parent/Carers remain unhappy contact the Chair of Governors in writing, outlining your concerns.
- 4) If Parents/Carers are still unhappy they should contact 'Deputy Director of Children's services' – Address: Overseas House, Quay Street, Manchester, M3 3BB.

School Procedures

All reported incidents will be taken seriously and investigated involving all parties.

- interviewing all parties
- Informing parents
- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully.
- Police involvement (e.g. if a crime has been committed)

Pupils who have been bullied will be supported by:

- being offered an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- being reassured
- being offered continuous support
- having their self-esteem and confidence restored
- Being told how the situation will be dealt with

Adults will help pupils who have bullied by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- offering a 'Support Group' meeting if appropriate
- informing parents / carers to help change the attitude of the pupil

All Pupils will:

- Be good friends, help each other and look out for each other
- Follow the School rules
- Report Bullying immediately

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

As part of our on-going commitment to the safety and welfare of our pupils we at All Saints Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Strategies for Preventing Bullying.

- Restorative Approaches
- Involvement in SEAL including Anti-bullying Unit.
- Group work such as Silver Seal and 'Leading the Way'
- Involvement in Healthy Schools
- Anti-Bullying week annually in November.
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Parent groups/extended schools
- Peer mentoring schemes
- Playground Buddying
- Parent information events/information
- Staff training and development for all staff
- Counselling and/or Mediation schemes

Monitoring, evaluation and review

The school will review this policy annually, in conjunction with the e-safety guidelines, and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Links with other policies

Behaviour Policy

Safeguarding Policy

Acceptable Use Policy – Cyberbullying and internet safety

Equalities Policy – Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability PSHE and Citizenship Policy

Complaints policy

Confidentiality Policy

Signed _____

Date _____

Signed _____

Date _____

Signed _____

Date _____

Policy Reviewed Autumn Term 2014

To be updated Autumn Term 2015/16