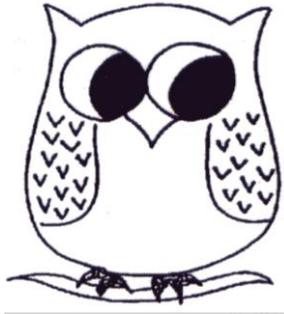


Upton Snodsbury C E First School



"Where a Love of Learning Grows"

Anti-Bullying Policy 2018

Rationale

At Upton Snodsbury C E First School everyone has the right to feel welcome, safe, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. We aim to retain an anti-bullying ethos in the school.

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. There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014 (*if appropriate*)
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 198

Definitions 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. Bullying can be defined as a repeated physical, psychological or verbal attack against an individual or a group of individuals by a person or group of persons, causing physical or psychological harm to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and /or manipulation. It can take a number of forms both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the individual. Pupils are encouraged to know the difference between bullying and simply "falling out".

Physical	These are unprovoked assaults where the person being bullied is hit, kicked or when belongings are taken or damaged.
Verbal	Bullying consists of name-calling or insulting, racist or sexist remarks and the use of derogatory language.
Indirect	When malicious rumours or stories are spread or the person is excluded, ostracised or rejected from the social or peer group.
Psychological	Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives that can be exploited to cause hurt.
Internet and Mobile phone (cyber)	The use of text, sexting, messaging or e-mail to perpetuate any of the above*

Actions to Tackle Bullying

Prevention

Perhaps the most important element in identifying bullying is the creation of a positive school culture in which bullying is not tolerated and the reporting of bullying is seen as a positive and valued act by pupils. We use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour. This forms part of PHSE curriculum/Circle time. Children are taught positive strategies for dealing with other children's poor behaviour and when to "tell" a friend or an adult. Resources used to support this work in school include SEAL "Say no to Bullying" and National Anti-Bullying Day resources. A Cyber-Bullying Policy is available to parents on our website and may be referred to, if appropriate, in class. We also work with local police and community support officer periodically.

Signs of bullying

By its nature, bullying tends to take place 'underground', out of sight and earshot of teaching and other school staff. Staff look for possible signs of bullying and always take reports of incidents seriously and respond with enquiry. Some key signs may include:

- A reluctance to come to school /erratic attendance
- A marked deterioration in a pupil's performance
- A reluctance to go out to play
- A reluctance to leave school at the normal time, walk home with other pupils
- Unlikely excuses for possessions damaged or destroyed or missing
- Persistent complaints of feeling unwell and unable to go to school
- Pupils who 'lose' their dinner money
- Pupils who present as isolated in the playground, dining room, during games etc
- Pupils who display withdrawn, unforthcoming behaviour

Reporting bullying

When children feel that behaviour towards them is either unpleasant or unacceptable they should use the 3-step approach. This approach (detailed below) will be taught to the children in assemblies, circle time and appropriate lessons in the curriculum.

The 3-step approach should be the focus of visual resources placed around the school premises both inside and outside in the form of large colourful posters and also in the form of smaller posters and on the fanfare for children and adults.

Step 1: Hold up hand with palm facing other child/children say "Stop it" firmly. Step 2:

Say firmly, "I don't like it when you do that."

Step 3: Say firmly, "If you do it again, I will tell the teacher."

The child should then tell the class teacher, mid-day supervisor or adult in charge so that they can continue with the procedures as set out in this document.

Children who are the victims of bullying must be able to tell a member of the staff who will then put the procedures for dealing with it in place. Children can also report incidences of bullying or other worries by

placing a note or form with the 'Worry Bear' in each class. Children have the opportunity to talk in confidence to any member of staff at any time, Pupils are encouraged to report any incidence of bullying to a member of staff. Victims who are worried about openly discussing an incident when the aggressors are present are encouraged to talk to a member of staff, of their choice, out of lessons time.

All reported incidents of bullying will be investigated and taken seriously by staff. A record of proved incident will be kept by the Headteacher. The Headteacher or staff member dealing with the incident is responsible for writing an account of the incident and reporting action taken. All proven incidences of bullying will be reported to the Headteacher. If bullying includes racist abuse this will be reported.

Response to bullying

The primary role of the school is to uphold its mission statement and the vision of this policy. In doing this, the school shall:

- Have a zero tolerance towards bullying and harassment
- Highlight and encourage pro social behaviour
- Be constantly alert to bullying
- Ensure that there is adequate provision for children at break times
- Endeavour to create an environment that is attractive
- Monitor and record incidents of bullying
- Ensure that this policy is updated regularly
- Ensure that the policy is available to all members of the school community
- Ensure that there are adequate lines of communication
- Ensure that, where necessary, staff professional development includes training in dealing with bullying and anti-social behaviour
- Ensure that parents are kept informed of anti-bullying arrangements through newsletters, meetings and presentations
- Ensure that children are involved in anti-bullying procedures through assemblies, the curriculum, the School Council and visual displays
- Ensure all staff adhere to our Safeguarding Policy and have training annually on identifying and supporting peer to peer bullying.

Upon discovery of an incident of bullying, we will discuss it with all the children involved; this will be carried out appropriately to their age and level of understanding.

Pupils who have been bullied will be supported by offering an immediate opportunity to discuss the experience with a member of staff of their choice. Children will be reassured. Efforts will be made towards offering continuous support and restoring self-esteem and confidence.

Pupils who have bullied will be helped by discussing what happened; discovering why the pupil became

involved and establishing the wrong doing and need to change. If a larger number of children are involved Role-play and other drama techniques may be used within Circle Time. They will be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her.

The following sanctions may be taken:

- warnings to cease offending
- A monitoring tool, often incorporating a reward for achieving desired behaviours.
- exclusion from certain areas of school premises
- withdrawal from limited aspects of the school day.
- a fixed-term exclusion
- permanent exclusion

Where necessary we will call on outside agencies such as the Learning Behaviour Support Service.

Procedures for Teaching Staff when dealing with bullying incidents

1. Listen to the child who comes to you as the victim
2. Make notes if necessary or ask the child to write down what happened or is continuing to happen
3. Interview the alleged perpetrator/s
4. Talk to anyone who witnessed the behaviour
5. Decision made as to further procedures
6. Fill out incident report using standard form
7. Take form to Head Teacher
8. Inform those involved
9. Monitor relationships until situation resolved

The role of Lunch Time Supervisors

Almost three-quarters of all bullying of children in Primary school takes place outside of the classroom on the playground and in areas used during break times. It is extremely important that all members of staff supervising these periods are observant for any signs of bullying or victims of bullying.

It is important that these staff also act as role models and, when dealing with incidents of bad behaviour or arguments on the playground, they encourage children to treat each other with kindness and respect and to share and involve each other in playground activities and games and to play together in ways conducive to the mission statement and Christian ethos of the school.

These staff should offer support to victims of bullying and also strategies with which those who have bullied can use to integrate successfully with their peers and develop friendships built on mutual respect and trust.

Procedures for Mid-Day Supervisors

1. Listen to the child who comes to you as the victim
2. Interview alleged perpetrator/s
3. Talk to anyone who witnessed the behaviour
4. Report to class teacher or to Head Teacher as soon as possible
5. Class teacher or Head Teacher begins procedure

The role of Early Bird Club and Little Owls Supervisors

The primary role of the breakfast and after school club staff is to act as role models for the children and to ensure that their own behaviour reflects the mission statement and Christian ethos of the school whilst the children are in their care.

As previously stated, almost three-quarters of all bullying of children in Primary school takes place outside of the classroom. It is the responsibility of the staff to be vigilant and to look out for any signs of bullying or harassment.

Staff should encourage children to treat each other with kindness and respect and to share and involve each other in the variety of activities taking place. Activities should encourage positive socialisation and citizenship and be conducive to the mission statement and Christian ethos of the school.

Procedures for all supervisors

1. Listen to the child who comes to you as the victim
2. Interview alleged perpetrator/s
3. Talk to anyone who witnessed the behaviour
4. Report to class teacher or to Assistant Head Teacher as soon as possible
5. Class teacher or Assistant Head Teacher begins procedure

The role of Parents, Guardians and Carers

Parents must take time to listen to their children and to discuss school with them. They must act as role models to their children in the way in which they deal with others and their own attitudes towards issues such as gender, race, sexuality and physical difference.

Parents must also make every effort to support the mission statement of the school and to enhance its Christian ethos.

Parents must also look out for signs that their child may be the victim of bullying at school. These may include:

- Your child suddenly becomes reluctant to go to school
- Your child seems uncharacteristically anxious
- Your child has nightmares or starts to wet the bed
- Your child develops vague illnesses to avoid going to school
- Clothes or belongings are damaged or missing
- Money brought into school is regularly 'lost'
- Asking for extra pocket money or stealing
- A sudden drop in standards of school work
- Fear about walking to and from school
- Secrecy about the reason for tears and being upset

Procedures for Parents, Guardians and Carers

The parents of bullies and their victims will be informed of an incident and the action that has taken place. They will be asked to support strategies proposed to tackle the problem; to help change the attitude of the pupil. The school has an 'open door policy' encouraging parents to talk to staff members about any issues concerning their children. Parents are encouraged to report any signs of bullying to the class teacher in the first instance.

1. Talk to the child and establish that the behaviour is persistent and not a one-off incident
2. End any secrecy and get the facts in the open
3. Ensure that the child understands not to retaliate
4. Make the child feel secure
5. Tactfully help your child to try and deal with the problem himself/herself
6. Contact the class teacher and arrange a meeting to discuss the issue
(Teacher begins school procedure)
7. Ensure that you receive a copy of the school policy to deal with bullying
8. Continue to liaise with the class teacher until a solution is achieved
9. Work with the school
10. Help your child to develop and use the 3-step approach
11. Emphasize the fact that our differences make us individuals
12. Help your child to feel less vulnerable and raise their self-esteem especially if they have

been tormented about physical characteristics

Note: Should parents have reason to disagree with a decision taken by the Head Teacher with regard to sanctions of suspension or exclusion, they are entitled to appeal to the Governing Body. All appeals must be addressed to the Chair of Governors who will then pass them to the Governor in charge of appeals.

The role of the Governing Body

The primary role of the Governing body is to ensure that the school 'lives out' its mission statement and the 'vision' of this policy. It is expected that every member of the governing body act in accordance with this vision and as a role model to the children of the school and the staff members.

The Governing Body will liaise with the Head Teacher and where necessary work with him in dealing with incidents of bullying or harassment. If appropriate, the Head Teacher will inform the governing body of any sanctions imposed by the school and will consult with them in the event of any form of exclusions or suspensions.

The Governing body will also act as the forum for appeal should parents have reason to disagree with action taken by the Head Teacher. All appeals will be addressed to the Chair of Governors who will pass on the appeal to the appropriate member of the Governing Body in accordance with statutory procedures.

Procedure for staff who feel they are bullied, harassed or discriminated against by other members of staff

1. If possible, approach the person causing the harassment and explain your feelings
2. Make it clear that their behaviour is causing a problem and ask them to stop
3. Try to sort out the problem together
4. Keep written records with specific times and dates of alleged behaviour
5. If the behaviour continues report the behaviour to the Head Teacher
6. If necessary the Head Teacher will inform the Chair of Governors
7. Work with the Head Teacher in resolving the problem

Procedure for staff who feel they are bullied, harassed or discriminated against by the Head Teacher

1. Approach the Head Teacher and tell him about your concerns
2. Make it clear that their behaviour is causing a problem
3. Try to sort out the problem together
4. Keep written records with specific times and dates of alleged behaviour
5. If the behaviour continues inform the Chair of Governors in writing and seek the advice of a union

Procedure for staff who feel they are bullied, harassed or discriminated against by a parent or other adults not employed by the school

1. Make it clear that their behaviour is causing a problem
2. Tell them to stop
3. Write down details of the behaviour including specific times and dates
4. Report behaviour to the Head Teacher

Useful Websites

<http://www.bullying.co.uk/>

<http://www.kidscape.org.uk>

<http://www.childline.org.uk>

www.macmillan.org.uk/whybother

Optional form or personal note can be written

Worry Bear

Name _ _ _ _ _ .

Class _ _ _ _ _ .

Tick a box

<input type="checkbox"/>	I am worried about something 
<input type="checkbox"/>	I know someone who is worried 

Their name:

What has been happening?

Have you talked to someone about this problem?

Date _____