

ULEY C OF E PRIMARY SCHOOL






ANTI BULLYING POLICY

ETHOS STATEMENT







We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

Our School Vision

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

Our School Mission

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values

The staff and governors at Uley Church of England Primary School provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating an inclusive, caring, Christian environment,
- creating happy, stimulating and exciting opportunities for learning,
- developing positive relationships based on respect of self and others,
- supporting a creative approach to personal development and growth.

We work in partnership with parents and our community to fully equip children for their future.

BEHAVIOUR ETHOS

Wisdom

Reflect on our mistakes and learn from them
Make appropriate choices
Have the courage to be the best you can be

Friendship

Do as you would be done by
Encourage, support and be proud of each other
Smile and be thankful

Compassion

Be tolerant; embrace difference and diversity
Say sorry, show you're sorry
Show forgiveness and generosity

Trust

Be honest and just
Believe in yourself – you can do it!
Persevere on your journey, seek helps from others

At Uley CE Primary school we are committed to ensuring that pupils learn in a supportive, caring and safe environment without fear. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

However, through this policy, we recognise that bullying can happen from time to time and make children's lives unhappy and hinder learning. As such we aim to work to prevent bullying and, if it does happen, pupils and parents should be assured that they will be supported through a consistent and constructive school response.

Aims and Objectives

Our ultimate aim is to prevent bullying in the first instance by:

- Creating a school environment that reflects the caring Christian ethos of the school and our school values.
- Embedding our Behaviour Policy
- Providing a PSHE curriculum that enables pupils to discuss and develop strategies for good friendships.
- Heightening the children's awareness of bullying; what bullying is and how to deal with bullying through participating in an annual Anti-Bullying Week.
- To make clear to everyone within our school community that no form of bullying is acceptable.
- To encourage everyone, including pupils, to report all incidents of bullying.
- To offer comfort and support to victims.
- To confront bullies with the seriousness of the offence, but to offer support and counselling to help them to readjust their behaviour.

- To consider any punishment carefully. Reacting aggressively or unduly punitively gives the message that it is all right to bully if you have the power.
- To seek parental support and peer group support and co-operation at all times.
- 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.
- The aim of the anti-bullying policy is to clarify the system of dealing with a bullying incident and outline the content and manner in which anti-bullying education will be delivered in this school.

Legal Requirements

- It is a government requirement that all schools have an anti-bullying policy.
- The Education Act 2006 states that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.
- The DFE document **Preventing and Tackling Bullying - Advice for School Leaders, staff and Governing Bodies (July 2017)**, outlines, in one place, the Government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face.
- The Anti-bullying Alliance has published a document called 'Bullying and the Law', 2014. This can be found by following <http://www.anti-bullyingalliance.org.uk/media/7468/bullying-and-the-law-may-14.pdf>

What is Bullying?

The DFE document **Preventing and Tackling Bullying - Advice for School Leaders, staff and Governing Bodies (July 2017)** states:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.'

'Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.'

It is important to make the distinction between bullying, disagreements, friendship issues and 'falling out'. Falling out, friendship issues and disagreements are an inevitable part of a child's life that they need to learn to cope with. Children are well supported by adults in the school when these arise. Adults work alongside the children to problem solve and provide strategies; equipping the children with the skills to impact immediately and for the future. A single, isolated incident involving conflict – aggression, violence or nastiness – is also *not* bullying. One-off incidents will be dealt with in accordance with the Behaviour Policy. The school will consider the frequency of isolated incidents and the children involved in order to build any patterns or bigger pictures from such events.

Our School Definition:

Each year, during Anti-Bullying week, we work together with the children together we record their definition of bullying.

Bullying is...

Being mean again and again

Keeps doing the same thing all the time

By Class 3, Autumn 2016

'Bullying doesn't just happen once or twice, it is repetitive. Bullying can affect childhood or even your life in general. If you are bullied it makes you feel horrible and can affect your work and self-esteem. Adults can be bullied too!' By Toby and Kitty, Autumn 2016.

Bullying is when someone hurts you on PURPOSE and it is PERSISTENT. It could be verbal or physical. School Council Autumn 2017.

Bullying behaviour includes:

- Physical: hitting, kicking, spitting, pushing, pinching, throwing stones or any other forms of violence.
- Verbal: name calling, swearing, spreading rumours, threats, teasing. This may be directed towards gender, ethnic origin, physical/social disability, personality, etc.
- Emotional: being unfriendly, excluding, tormenting, ridicule and humiliation.
- Cyber-bullying: texting, emailing, social networking.
- Damage to property, or theft: pupils may have their property damaged or stolen.

Reasons for being a victim may include:

- Race
- Gender
- Religion or Culture
- SEN or disabilities
- Appearance or health conditions
- Home circumstances or family crisis
- Sexual orientation
- Sexist or sexual
- New child in school

As a school community we understand that there are different roles within bullying. We discuss these roles with our children. We also understand that the same child can adopt different roles at different times, or indeed at the same time.

- **The ring-leader/perpetrator**, the person who through their social power can direct bullying activity. Perpetrators are sometimes children who are victims of bullying or violence themselves, may copy behaviour seen at home, on TV or games. They may also get enjoyment of creating fear in or taunting others and the power they may gain.
- **Assistants/associates** who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- **Re-enforcers** who give positive feedback to the bully, perhaps by smiling or laughing.
- **Outsiders/bystanders** who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- **Defenders** who try and intervene to stop the bullying or comfort children who experience bullying.

Victims:

Victims are sometimes children who are not assertive or are unlikely to fight back, loners with few friends, anxious or fearful children, younger children, and those outside a group.

Pupils who are being bullied may show changes in behaviour:

- Withdrawn
- Work deteriorates
- Lack of concentration
- “Made up” illnesses
- Isolated
- Desires to stay with adults
- Irregular attendance
- General unhappiness/anxiety/fear
- Poor time-keeping
- Bed wetting

Pupils must be encouraged to report bullying in schools.

School staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. If a child discloses bullying, as soon as there is a hint of a child protection issue, the normal bullying investigation should stop and child protection procedures should take place (see Safeguarding Policy).

Preventing Bullying

At Uley we use a variety of methods to support children in preventing and understanding bullying through class assemblies, PSHE lessons, SMSC Curriculum, the school Vision/Ethos and Assembly Themes, Anti-Bullying Team, Anti-bullying week, Buddy Benches, E-Safety Day, Worry Box. Children are also consulted through in-school pupil questionnaires.

The ethos and working philosophy of Uley means that all staff actively encourage children to have respect for each other and for other people’s property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff will reinforce expectations of behaviour as a regular theme in line with our Christian and Behaviour Values

We feel that a clear policy for preventing bullying, understood and supported by all staff, children, parents and governors, will enhance our existing positive behaviour policy and forge links with the curriculum through personal and social education. Tackling bullying is one part of making the school a happy place for everyone.

It could be considered that the times during the school day when the children have 'freer' activities (i.e. before school, playtimes, lunchtimes in particular, and immediately after school) are times when bullying is more likely to occur. All supervising adults during these times are made fully aware of this policy and procedures to follow.

The school environment will promote an anti bullying ethos. Posters reminding children about dealing with bullying will be displayed. Children's views will be taken seriously and they will be given frequent opportunities to respond to questionnaires concerning their well being and to discuss issues concerning bullying or behaviour with the School Council.

Anti-bullying help leaflets are available to children and parents and carers.

Procedures and Recording – see also Appendix 1

Recording incidents is vital as it allows school staff to identify patterns of behaviour, as often what is perceived initially to be a trivial incident, may be part of a number of incidents which are serious for the individual child.

The following steps will be taken when dealing with any incident:

- All reported incidents will be investigated immediately by the member of staff who has been approached or witnessed the incident. If necessary and appropriate, a referral will be made to the Head Teacher or Deputy Head Teacher.
- The child reporting the incident will be listened to and will be assured that they feel that their concerns are being taken seriously.
- When investigating the incident, the story will be listened to from both sides.
- Immediate support will be provided for the victim, with the aim of restoring self-esteem and self-confidence.
- The perpetrator will be talked to about his/her behaviour, making it clear that this kind of behaviour is unacceptable and the child will be helped to see how his/her behaviour must change in the future.
- The incident will be recorded in the **Bullying Incident Log** which is kept in the Head Teacher's office.
- A check will be made to establish if there are any previous incidents involving the same child.

If necessary, a thorough investigation of the incident involving all parties will be undertaken and recorded in writing on the referral form.

After the investigation has taken place, a decision should be made as to whether a case of persistent bullying is taking place. If this is the case, the parents of the perpetrator will be invited to discuss the situation with the Head Teacher or Deputy Head Teacher where an appropriate course of actions or sanctions in line with the behaviour policy will be implemented.

Parents of the bullied child must be kept informed of the whole process and it is vital that they feel satisfied with the way the incident has been dealt with. If an allegation of bullying is made by a parent, full written details should be taken and referred to the Head Teacher or Deputy Head Teacher who will then complete the **Bullying Incident Log** and investigate thoroughly.

Actions which may be taken

- Establish and carry out an appropriate consequence for the perpetrator(s), including an apology or letter of apology to the victim
- Keep all relevant staff fully informed about the incident and about all subsequent action.
- Inform parents of victim and bully.
- Expect all staff to 'keep an eye' on the bully and victim, especially at break and lunch times.
- Monitor the situation regularly, including talking to the victim, to ensure the bullying has stopped.
- Ask parents into school to discuss the situation if their child is repeatedly involved in unacceptable incidents.
- Contact external agencies for advice and support in more extreme cases where the above has proven ineffective.
- Removal of the perpetrator from lunchtimes, playtimes or withholding participation in school events that are not an essential part of the curriculum.
- In extreme cases, a period of formal exclusion may be necessary.

Support

Pupils who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience with a member of staff.
- Reassuring the pupil.
- Offering continuous support.
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened – see Reflection sheet Appendix 2.
- Discovering why the pupil became involved.
- Establishing the wrong doing and need to change.
- Informing parents or guardians to help change the attitude of the pupil.

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

Counselling or PSHE interventions, such as SEAL (Social and Emotional Aspects of Learning) or 'Drawing and Talking', may be initiated as a means of supporting pupils who have been bullied or pupils who have bullied.

The Role of Pupils

Victims and witnesses of bullying should know that it is 'ok to tell'.

Pupils will do their best to:-

- Tell an adult (eg parents, other relation, Head Teacher, teacher, teaching assistant, midday supervisory assistant) or go with a friend to tell an adult if they are a victim of bullying.
- Have a responsibility to tell an adult (eg parents, other relation, Head Teacher, teacher, teaching assistant, midday supervisory assistant) if they witness bullying.
- Try to resist being bullied by standing up for their own rights in an assertive but non-violent way.
- Never bully another child in or around the school.

Our School Council has opportunities to raise pupil's views about a range of school issues, including bullying.

The Role of Parents

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Discuss friendships and problems that their child tells them about.
- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, please inform school. Your concern will be taken seriously and appropriate action will follow.
- If you feel your child has been bullied by another child, please do not approach that child or the child's parent on the playground, please inform school immediately.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- Support the school's sanctions if their child has bullied.
- Feedback to the school following incidents of their child being bullied or has bullied.

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

Whole School and Individual Staff Responsibilities

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Staff will:-

- Foster opportunities for children to learn to care for one another, living out the school's core Christian values.
- Never make premature assumptions.
- Listen carefully to all accounts and investigate as fully as possible.
- Adopt a problem-solving approach which moves pupils on from justifying themselves.
- Talk to the child about any incident and reassure them that telling was the right thing to do.
- Complete the school pro-forma for recording bullying incidents and always report to the Head Teacher.
- Follow-up repeatedly, checking bullying has not resumed.
- Use of a range of teaching and learning styles and strategies which challenge bullying.
- Use interventions which are least intrusive and most effective.
- Act as a role model for children in their relationships with adults and children.
- Do all they can to support the child who is being bullied, ensuring that they find time to allow children to talk about any concerns.
- Ensure that children are well supervised at all times.
- Create a classroom climate of trust and respect for all by praising, rewarding and celebrating the success of all children.
- Ensure that opportunities to develop skills and strategies to cope with unacceptable bullying type behaviour are given to our pupils through PSHE, values materials, anti-bullying assemblies and workshops.

In staff meetings there is an opportunity to raise concerns about incidents of bullying that occur both in and out of class. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witness an act of bullying should discuss it with a member of staff and this will be recorded in our cause for concern file.

When any bullying is taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and the appropriate course of action agreed for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his /her action was wrong and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head Teacher and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies.

The Role of the Head Teacher

- 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.

- 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 identify and deal with incidents of bullying.
- Ensure the curriculum offers regular opportunities for children to understand the implications of bullying and the appropriate action to take.
- Inform parents if their child has been involved in bullying, whether as a victim or perpetrator and work with parents to support the child.
- Maintain a record of bullying incidents and report to the governing body in termly reports about the effectiveness of this policy.
- The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 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.

The Role of Governors

- The governing body supports the Head Teacher in all attempts to eliminate bullying from our school.
- The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly.
- The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Monitoring and Review

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the cause for concern file, where incidents of bullying are recorded, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed annually

Other school policies connected to our anti-bullying policy are:

PSHE and Citizenship

Equal Opportunities

Safeguarding

Behaviour

Health and Safety

Teaching, learning and inclusion

E-Safety

Single Equality Scheme

Appendix 1

Guidelines for school staff

Stage 1 Action against bullying

- ◆ Deal with any incident as soon as you know it's happening.
- ◆ Make it very clear that bullying is not tolerated in this school.
- ◆ Talk to both bully & victim separately. Make notes of what they say.
- ◆ To the bully explain:
 - how being bullied makes people feel,
 - you will be observing him / her & contacting parents if it does not stop
- ◆ To the victim - comfort, reassure and praise for telling.
- ◆ Use PSHE lessons/Silver Seal to reinforce what bullying is, why people bully, how to deal with bullying as well as strategies for getting along with each other.

Stage 2 Action against bullying

If the bullying persists despite use of appropriate strategies the following actions must be undertaken.

One or more of the following sanctions may be applied in the case of known incidents.

- ◆ The child is monitored through a behaviour card - See Behaviour Policy
- ◆ Closely monitored playtimes
- ◆ Closely monitored PE / games
- ◆ Coming straight into school in the morning.
- ◆ Leaving 5 minutes later than victim.
- ◆ "Offenders" should complete a reflection sheet with an adult - see appendix 2.

Action by adults involved:

- ◆ Log every incident on attached proforma - see appendix 3
- ◆ Make summary notes of discussions with both bully & victim.

One to one meeting/s with victim with or without parents:

- ◆ Read book "Resolving Bullying" or other resources that provide strategies and support.
- ◆ Read book 'The Huge Bag of Worries'
- ◆ Discuss strategies for developing self assertiveness.
- ◆ Role play situations
- ◆ Give a leaflet to take home
- ◆ Agree strategies to access help / places to retreat

Increase meetings with bully's parents.

- ◆ Explain what sanctions may be applied and other actions to be taken.
- ◆ Explain possible next steps - lunchtime exclusion / fixed term exclusion / permanent exclusion
- ◆ Give booklet "Preventing Bullying!" by Kidscape

Appendix 2

Reflection Sheet

What type of person would I like to be?

Kind
Thoughtful
Popular for the right reasons
A good friend
Fun
Helpful
Aggressive
Unkind
Scary
Unpopular
Popular for the wrong reasons

How would you like others to treat you?

With respect
Thoughtfully
With kindness
Share belongings
To play nicely
To be invited round for tea
Say nasty things to/about you
Hit or kick you
Take your belongings
To exclude you

- ◆ Why do you think you have lost you playtime, golden time etc?
- ◆ Look at what makes a bully. Do you think any of these are similar to how you have behaved? If so which ones?
- ◆ Do you think you have made (name of the victim) feel like any of those?
- ◆ How do you think (name of the victim) is feeling?
- ◆ How do you think their parents are feeling?
- ◆ How do you think your parents are feeling?
- ◆ What are we going to do to make this better for both of you?
- ◆ How do you feel about/at school?
- ◆ How do feel about/at school?

Actions and Targets

(Name of offender) needs to.....

Other useful resources:

YOU CAN BEAT BULLYING!

SAYING NO

- ◆ When you say **NO** say it firmly
- ◆ Try to avoid being near the bully - if he/she comes near you, move away or alert a friend or adult.
- ◆ Don't give in to pressure.
- ◆ Don't make excuses - if you don't want to do something you have the right to say NO.
- ◆ Stand up tall and straight.
- ◆ Look the bully in the eye.

MAKING YOURSELF FEEL BETTER

- ◆ Make a list of all the things you are good at
- ◆ Talk about yourself in a positive way
- ◆ Develop your skills
- ◆ Think about going to a club or classes about something you are good at - this will increase your self confidence

REMEMBER.....

- ◆ Decide what you want to happen.
- ◆ Practise what you will say and do.
- ◆ Stick to it!

And.....

- ◆ It takes time - you will feel better eventually!

BULLYING IS WRONG.

It makes life hard for others.

BULLYING can be pushing, hitting, kicking, teasing, name calling, spreading rumours, leaving people out, ganging up on someone, breaking someone's property, demanding money or food, being horrible to others on the way home from school

WHAT TO DO IF YOU ARE BULLIED

Don't bottle it up inside

Tell someone you trust straight away (ie a friend, parent, teacher) and ask for help.

WHAT TO DO IF YOU SEE SOMEONE BEING BULLIED

Report any bullying straight away.

Don't join in

WHAT WILL HAPPEN IF YOU BULLY SOMEONE

Uley School takes bullying very seriously and you will have to talk about why you have bullied.

You will have to make an apology to the victim.

You will be made to think about why you bullied someone.

Your parents will be told.

What is Bullying?

A bully will deliberately decide to hurt or upset someone. They could call you names, threaten to get you or actually hurt you for no reason.

They might wait for you in the playground or outside of school. They might ask you to give them things that belong to you.

Sometimes a bully will make you promise not to tell anyone.

What should you do?

You should tell them to stop at once. Then you should find someone to tell. It could be your teacher, your parents or another grown up.

Don't be scared to tell someone - we'll stop the bullying!

Remember.....

Say "NO" to bullying



You can help make our school a safe and happy place for everyone.

