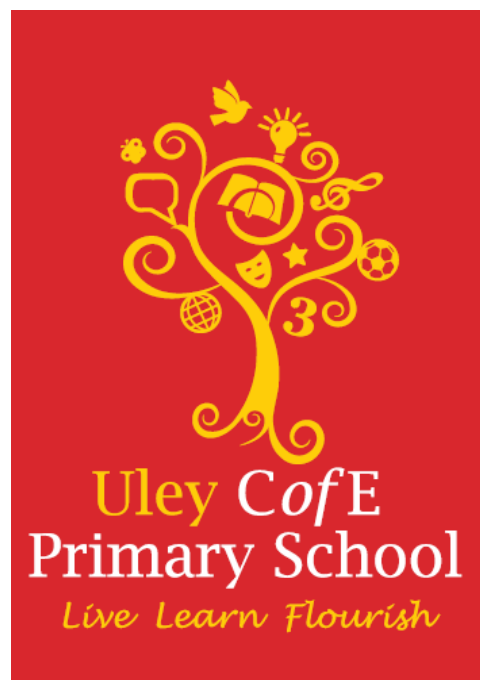


# ULEY C OF E PRIMARY SCHOOL



## ANTI BULLYING POLICY

NOVEMBER 2024




They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

## **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 and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

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 C of E 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**

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010 including protective characteristics
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Safeguarding Policy
- Mental Health and Wellbeing Policy

### **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.

2016	<p>Bullying is...          Being mean again and again          Keeps doing the same thing all the time          By Class 3, Autumn 2016</p>
	<p>'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.</p>
2017	<p>Bullying is when someone hurts you on PURPOSE and it is PERSISTENT. It could be verbal or physical. School Council Autumn 2017.</p>
2018	<p>The Theme for Anti-Bullying Week November 2018 was 'Choose Respect'</p> <p>This fits in with our value of Wisdom and making appropriate choices; choose to respect or choose to disrespect.</p> <p>The definition of respect – 'is to have due regard for someone's feelings, wishes or rights'</p> <p>The children were asked what respect meant to them:          Respect for what you have Y1          Do as you would be done by Y4          Friendship Y1          People respect your wishes Y5          Makes you happy Y1</p>
2021	<p>Year 5 and 6 School Council          Bullying is if you are causing harm to another knowing they want you to stop and are doing it repetitively for their (the bully) pleasure.</p> <p>A person may become a bully if they have had problems in the past such as being bullied themselves, going through a hard time and emotions such as jealousy.</p> <p>Year 1 and 2 school Council</p>

	Someone being unkind once then they would go on the rain cloud but if it keeps repeating – that's bullying Calling people names that's thunder or rain cloud but doing it lots and lots and lots of times then that's bullying Year 3 School Council It happens on one day and carries on
2022	Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. It can happen face to face or online.
2023	
2024	
	Anti-bullying Alliance

### Intentional, premeditated and frequent 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, ridiculing and humiliating or discriminatory and prejudice based.
- 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 (including Gypsy, Roma and Traveller communities)
- SEN or disabilities
- Appearance or health conditions
- Home circumstances or family crisis
- Sexual orientation and gender identity (LGBT)
- 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.

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus and begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- says they feel ill in the morning
- decreased involvement in school work
- returns home with torn clothes or damaged possessions
- missing possessions
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- gives improbable excuses for any of the above
- is bullying other children or siblings
- lack of appetite
- is frightened to say what's wrong
- is afraid or unwilling to use the internet or mobile devices
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becomes aggressive, disruptive or unreasonable – change of behaviour and attitude at home or school
- becomes short tempered

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 also Safeguarding Policy).

**Preventing Bullying**

At Uley we use a variety of methods to support children in preventing and understanding bullying through class worship, PSHE lessons, SMSC Curriculum, the school Vision/Ethos and Worship 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.

### **Cyberbullying**

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

#### Preventing and addressing cyber-bullying

E-safety practice is advocated at all times in school. At Uley Primary School the following will take place:

- To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others.
- We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.
- The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be.
- Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.
- Cyberbullying will be addressed at least termly through worships. It will be revisited informally through the year.
- Safer Internet Day will be used to reinforce messages regarding the safe use of technology.
- All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training.



- Information for parents will be put on newsletters and published in the school's website; a meeting for parents to discuss internet safety will be offered annually.
- The school also sends information/leaflets on cyber-bullying to parents so that they are aware of the signs, how to report it and how they can support children who may be affected.
- All children, parents and staff sign an Acceptable Use Agreement
- All incidents of cyberbullying must be reported to the school. This can be done directly to staff or anonymously through class worry boxes.
- In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.
- The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

Whilst the school recognises that cyberbullying may take place out of school hours, it will wherever possible, step in to mediate a suitable solution.

### **Child on Child Abuse - See also the Safeguarding Policy**

This school recognises that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated.

This abuse could for example include:

- sexual violence and sexual harassment
- 'upskirting'
- initiation/hazing type violence
- all forms of bullying
- aggravated sexting
- physical violence (e.g. hitting, kicking, shaking, biting, hair pulling, etc)

To prevent child on child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, worships and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

All staff will be aware that child on child abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers.

Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further. LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children.

The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services.

#### **Procedure for Dealing with Allegations of Child on Child Abuse**

When an allegation is made by a pupil against another student, or about a child on child incident they have witnessed or been a part of, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

The member of staff will listen to the disclosure, using open language and demonstrate understanding without judgement.

The school and the Designated Safeguarding Lead will also take account of the wider context in which the alleged incident(s) of Child on child abuse took place, for example the physical environment of the school; route/travel to and from school; online environment and gender norms.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The Designated Safeguarding Lead should contact the MASH team to discuss the case. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate.

If the allegation indicates that a potential criminal offence has taken place, the police will become involved.

Parents, of both/all the student/s concerned with the disclosure/allegation and the alleged victim/s, should be informed and kept updated on the progress of the referral.

The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy on Cpoms.

If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Where a disclosure or allegation indicates that indecent images of a child or children may have been shared online, the DSL will consider what line of action is to be taken in line with the Child Protection and E-safety policies and whether or not devices are to be confiscated, the police contacted, the MASH team informed and if the images have been uploaded to the internet what specialist help may be required for the images to be removed

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the school may be affected by this pupil

**Other actions for consideration:**

- 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, ELSA support 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.

### **Sources of further information support and help**

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Act Against Bullying 0845 230 2560 [www.actagainstbullying.com](http://www.actagainstbullying.com)

Advisory Centre for Education

(ACE)

0207 704 3370 [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

Anti-Bully not available [www.antibully.org.uk](http://www.antibully.org.uk)

Anti-Bullying Alliance (ABA) 0207 843 1901 [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Anti-bullying Network 0131 651 6103 [www.antibullying.net](http://www.antibullying.net)

Beatbullying 0845 338 5060 [www.beatbullying.org.uk](http://www.beatbullying.org.uk)

Bully Free Zone 01204 454 958 [www.bullyfreezone.co.uk](http://www.bullyfreezone.co.uk)

Bullying Online 020 7378 1446 [www.bullying.co.uk](http://www.bullying.co.uk)

Childline 0800 1111 (helpline for children) [www.childline.org.uk](http://www.childline.org.uk)

Kidscape 020 7730 3300 (general enquiries) 08451 205204 (helpline-adults only)  
[www.kidscape.org.uk](http://www.kidscape.org.uk)

NSPCC 0207 825 2500 [www.nspcc.org.uk](http://www.nspcc.org.uk)

Parentline Plus 0808 800 2222 [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

The Children's Legal Centre 0800 783 2187 [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

Leicestershire County Council 0116 3057570 [www.beyondbullying.com](http://www.beyondbullying.com)

## **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.

### **Relationships, tolerance and respect with parents and the wider community**

Uley will not accept any person in connection with our school, feeling intimidated by any other person or indeed using intimidating or threatening behaviour/language towards others (this includes potential cyber-bullying and inappropriate use for example of the content of emails and social media sites that may be used as a platform to attack individuals on a personal level or indeed the school). The school will investigate any reports it receives of this nature and challenge such behaviours. The school will, if needed, request any such comments are removed whilst advising individuals to use the complaints procedure.

Anyone entering our property is expected to abide by the happy and positive culture and ethos of our school community and speak and behave respectfully towards others. In all matters, we expect relevant parties to share views in a calm and respectful way using the complaints procedure if needed (see complaints policy).

The Head teacher is at liberty to exclude any person from the school premises as a result of intimidating or threatening behaviour, particularly if that behaviour is in the presence of children. In this respect the school will liaise with the LA and follow their guidance.

### **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**

**Health and Wellbeing Policy**

**Equal Opportunities**

**Safeguarding policy**

**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 CPOMS
- ◆ 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?

### **Actions and Targets**

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

Appendix 3



Uley C of E Primary School

Bullying Incident Log

Date:			
Reported by:			
Perpetrator's name	Victim's name/s	Details	Action to be taken
		When:  Nature of incident:          Adults involved:  Parents informed?	

**Other useful resources:**

## **WE 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**

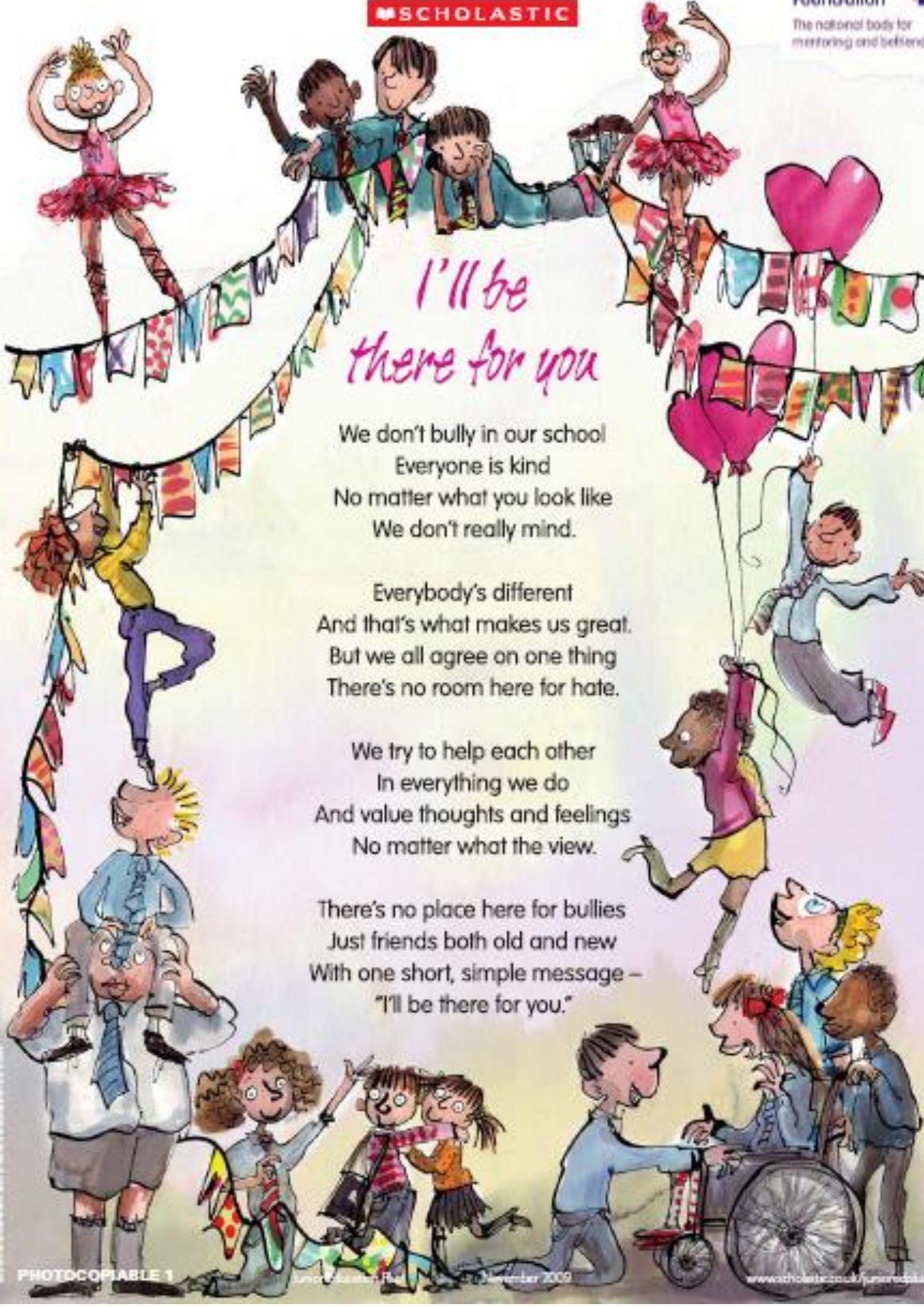
- ◆ Make a list of all the things you are good at
- ◆ Talk about yourself in a positive way
- ◆ Develop your skills
- ◆ Think about going to a club or classes about something you are good at  
- this will increase your self confidence

### **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!



*I'll be  
there for you*

We don't bully in our school  
Everyone is kind  
No matter what you look like  
We don't really mind.

Everybody's different  
And that's what makes us great.  
But we all agree on one thing  
There's no room here for hate.

We try to help each other  
In everything we do  
And value thoughts and feelings  
No matter what the view.

There's no place here for bullies  
Just friends both old and new  
With one short, simple message –  
"I'll be there for you."