



INSKIP ST PETER'S C of E PRIMARY SCHOOL

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ANTI-BULLYING POLICY

March 2017

At Inskip St. Peter's Primary School we aim to encourage self-discipline in all children and to provide an effective environment for all children to learn and for teachers to teach through the school's positive behaviour approach.

It is important that this policy is understood and supported by pupils, staff, parents and community.

We acknowledge that in order to fulfil such aims it is very important that our children enjoy coming to school and are not subject to bullying behaviour. We are committed to developing a strong ethos which encourages respect and self-esteem for all. It is intended that this policy along with the Behaviour policy, Race Equality policy, SEN/Inclusion policy and Child Protection policy form part of our strategy to achieve this aim.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it through this policy and aiming to:

- Develop a school ethos in which bullying is regarded as unacceptable.
- Produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- Produce a consistent school response to any bullying incidents that may occur.
- Make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to their response to bullying in our school.

Definition of Bullying Behaviour

The following definitions are given so that they can be shared and understood by all members of the school community including pupils, parents, staff and governors.

The DCSF (Department for Children Schools and Families) definition of bullying behaviour is:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

The Lancashire Policy Definition is:

'Bullying falls into two categories:



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Emotionally harmful behaviour, such as: taunting, spreading hurtful rumours and excluding people from groups, or cyber bullying.

Physically harmful behaviour, such as: kicking, hitting, pushing or other forms of physically abusive behaviour.

The behaviour constitutes bullying if:

It is repetitive, wilful or persistent

It is intentionally harmful, carried out by a group or individual

There is an imbalance of power leaving the person who is bullied defenceless'

Roles and Responsibilities

The role of governors

The governing body supports the headteacher 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 headteacher 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. This will be done through the curriculum committee.

The role of the headteacher

It is the overall responsibility of the headteacher 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. The headteacher reports to the governing body, through the curriculum committee, about the effectiveness of the antibullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

Other forums would include circle time and PSHE in a classroom.

The headteacher ensures that all staff, including lunchtime staff, receives information and support to be equipped to identify and deal with all incidents of bullying.



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The headteacher sets the school climate using a positive discipline approach, 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.

The role of the teacher and support staff

All teachers have a 'legal duty of care towards pupils' and will endeavour to take reasonable steps to protect the welfare, health and safety of pupils. All staff in our school takes all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If staff witness an act of bullying, they will record it, investigate it themselves or refer it to the headteacher. If a child discloses that they are being bullied staff do all they can to support the child who is being bullied and ensure that the anti-bullying policy is followed in response to the disclosure.

All members of staff are informed through staff meetings and relevant training of appropriate strategies, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately, who will deal with the situation and investigate the incident.

Parents will be informed of the outcome of any action taken as a result of their concerns. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure (a copy of which is available from the school office or via the school website).

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

The role of pupils

We have recently introduced a new 'Pastoral Care' system in our school in order to encourage children to talk to someone they feel comfortable with. Every child in our school chooses an adult, who works in school, who they would feel comfortable talking to about issues affecting them. This adult will write a letter to let the child know they are there for them when/ if needed. Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire. We also hold a weekly Pupil Point of View session where children are able to raise issues, we also have a 'Question Box' located opposite the head teacher's office where pupils are encouraged to put anonymous questions, worries or queries. Miss Leyland addresses items raised. Activities are also developed through the curriculum.



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Application of the Policy

This policy applies to both child to child bullying and child to adult bullying. Separate procedures exist for adult to adult bullying in the school setting. Where adult to child bullying is suspected separate staff discipline procedures will be applied. The policy can be applied to all areas and all aspects of the school. In appropriate cases the school has the ability to extend the policy to out of school bullying as stated in the Education and Inspections Act 2006 which makes it clear that the jurisdiction of the behaviour and anti bullying policy can be extended to include the conduct of pupils when they are not on the school site and not under the control of a member of staff.

Preventative Measures

At Inskip St. Peter's we aim to provide a strong ethos and a safe and secure environment which will prevent bullying occurring in the first place. This positive ethos is driven by a system of regularly rewarding good behaviour with rewards such as certificates, stickers and incentives (see Behaviour for Learning policy). In addition to this a range of issues relating to being kind and respecting the feelings of others is dealt with in PSHE lessons. Worshipers are themed around our chosen school values which include friendship, respect and compassion. Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

To target the prevention of bullying specifically we will run activities during National Anti bullying week, letters and leaflets about bullying are usually distributed at this time. In addition to this we run a peer mediation scheme (or Playground Problem Solvers) where older children are trained to support others in the playground and offer support for playground disputes. All staff including support staff are given regular and appropriate continuing professional development to support the anti bullying policy.

Staff are also able to speak to the headteacher about any issues upon which they feel they need support.

School Response to Bullying Behaviour

Reporting and dealing with bullying behaviour

We encourage children that 'It's OK to talk to adults if they feel that they are being bullied'. Through developing a caring ethos in the school children should be confident in approaching any adult in school whether it is their class teacher, a member of the support staff or the headteacher. Whoever a child discloses to that they are being bullied the adult will listen carefully and deal with the incident immediately. A member of support staff must report any incidents to the class teacher or head teacher immediately.

Teaching staff will in the first instance consider the facts and speak to those involved.



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If they consider that the bullying has indeed occurred then he/ she will support the victim of the bullying, and apply sanctions for the child who has carried out the bullying.

The teacher will take time to talk 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 the behaviour is repeated a range of sanctions can be applied according to the severity of the incident and professional judgement of the member of staff (see also behaviour policy). If a child is repeatedly involved in bullying other children we will 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 headteacher may contact external support agencies, and children will be given an Individual Behaviour plan to support the work of the school.

On occasion adults in school may witness bullying behaviour or have concerns about behaviour around school or in the playground. All staff are briefed during their induction about how to report these concerns. Adults in school should report concerns Parents are also encouraged to report bullying behaviour to the school. If a child tells their parents that they think they are being bullied parents should re-assure the child that help can be provided. Parents should try to stay calm and listen carefully encouraging their child to talk about their concerns. If a parent still has concerns then they should talk to the class teacher in the first instant. Parents should be aware that the teacher may have no idea that the child is being bullied, but can be reassured that the relevant steps will be followed.

When an incident of bullying is reported by a child, parent or member of staff then it is expected that appropriate follow up is carried out informing the person who has reported the incident of actions taken.

Procedures for recording bullying behaviour

All class teachers are provided with a file of generic behaviour forms on which everyday incidents and inappropriate behaviours are to be logged. These behaviour records should be made available to the headteacher at all times and may be discussed with parents.

If an incident or behaviour relates specifically to bullying then a 'Bullying Incident Form' will be completed by the member of staff who has dealt with the incident outlining who was involved, an outline of the incident and action taken. This is passed to the headteacher who is the designated member of staff with responsibility for oversight of the bullying procedures within school.

If staff have witnessed an incident or have concerns, these concerns may be recorded on the 'Bullying Concern Form' (Appendix A) which are passed to the headteacher.

On occasion a child may disclose information about bullying to his/ her Pastoral Care adult. Whilst mediation is essentially a confidential process designed to support children, the mediator will note any concerns about bullying on pastoral care action forms (Appendix B).



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The school has adopted the local authority's guidelines for dealing with and reporting racist incidents and this may be used in addition to bullying procedures.

The recording procedures above are used to report on the effectiveness of the anti bullying policy to governors. Information gained as part of these procedures may also be used to investigate allegations of bullying and parental concerns and complaints.

Support for children and parents after incidents

Immediately after a disclosure a child will be supported, children can stay inside at playtime or lunchtime if it is felt necessary. Children can expect to be listened to and have the opportunity to discuss the experience with a teacher or with their Pastoral Care adult they chose. They can also expect to be told what the outcome of any investigation and action that has been taken. Teachers will inform parents, if it is found that a child is being bullied. The school has a range of literature, pamphlets and web links that can be used to discuss the issues with parents and children. Long term support can be implemented to help raise a child's self esteem and confidence; this may include a phased return to the playground environment if the child wishes, a nominated member of staff to support them and developing stronger links with other peers. In more complex cases the school may seek the advice of other professionals to offer appropriate support.

Pupils who have bullied will be helped by discussing what has happened and why, giving them time to reflect on their actions and the effect on the other child. Their parents or guardians will be informed to help discuss how their behaviour can be improved.

Range of actions and intervention strategies that may be applied:

There are a range of actions that the school can take to tackle bullying behaviour. The school will decide which are appropriate and reasonable in light of the severity of individual incidents. Possible actions include:

- Parental involvement
- Discussion between all parties
- Opportunities to reconcile their action – verbal or written apology
- removal of privileges e.g Playtime etc (see behaviour policy)
- Planned individual behaviour modification plan
- Referral to outside agencies
- Short Internal seclusion (child withdrawn from class)
- Longer Internal seclusion
- Minor fixed term exclusion
- Major fixed term exclusion

In extreme cases, repeated severe and persistent bullying may result in permanent exclusion should all other sanctions and strategies be exhausted.

As well as these actions to tackle the bullying a range of interventions can be planned to support both the victim and the bully. The range of strategies that we currently employ includes:



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- Circle time in class to discuss and explore issues and concerns
- Co-operative group work, shared tasks and games to discuss and explore social skills, empathy, anger management and resolve conflict
- Playground Problem Solvers
- Pastoral Care System

The school are willing to try new intervention and restorative methods suggested by other professionals in order to improve relationships and reduce incidents of bullying.

Procedures for dealing with complaints

If a parent is not satisfied that the appropriate steps are not being taken to rectify an issue relating to bullying they should refer to the school's Complaints Policy which is available from the school office or school website.

Cyberbullying

Cyberbullying is a form of bullying. Guidance from the DCSF defines cyberbullying as: 'the use of Information and Communication Technology particularly mobile phones and the internet, deliberately to upset someone else.'

There are some aspects of cyberbullying that are different to other forms these being:

- It can be an invasion of home and personal space and can be perpetrated at any Time
- The audience can be large and reached rapidly
- People who cyberbully have a perception of anonymity
- Bystanders to cyberbullying can easily become perpetrators by passing on messages
- The profile of the bully and the target can be different; cyberbullying can take place both between peers and across generations. Teachers can also be targets.

Prevention of Cyberbullying

The school aims to prevent cyberbullying through discussions with pupils about their responsibilities in their use of ICT. These discussions not only take place in ICT lessons, but also form part of the PSHE curriculum. The school has an 'e-safety' policy which includes an acceptable use policy. This policy gives guidance to staff, pupils and visitors on the acceptable use of the internet and when elements of internet safety are taught.

The school shares information about the safe use of technology through school newsletters and the school website. We aim to promote a positive view of technology in school, where it is used to support engaging, positive and effective learning. We aim to use computers in safe ways to support pupils self esteem, participation and to develop friendships. As we do this we will always refer back to appropriate use of the internet, e-safety and digital literacy. Attention will be drawn to appropriate use of mobile phones, instant messaging, chat rooms,



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e-mail and social networking sites. The use of unrestricted chat rooms and social networking sites is not allowed in school. Any e-mail and use of the schools virtual learning environment will be closely monitored by staff.

The anti bullying policy and the e-safety policy will be reviewed in response to any incidents of cyberbullying.

Responding to Cyberbullying

In light of the Education and Inspections Act 2006 the school has a responsibility to regulate the conduct of pupils when they are off site, particularly relating to forms of bullying.

Therefore any incidents or concerns over cyberbullying whether in school or out will be dealt with in line with the antibullying policy. It is particularly important that parents are informed about cyberbullying incidents to ensure that children remain safe and their behaviours monitored at home.

Inclusion and racism

The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the governing body by the headteacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Inclusion Policy and its Racial Equality Policy.

Monitoring and review of Anti bullying Policy

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy. The headteacher and governing body will use information from recording of bullying incidents, from the school's annual pupil attitude questionnaire and from parent's questionnaires.

Children's views are sought from pupil interviews with teachers and through school council's views.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this via discussion with the headteacher. 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 yearly, or earlier if necessary.



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Appendix A

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Bullying Concern Form

Child's Name:	Year Group:
Person Reporting: Member of Staff:	Date:
Nature of Concern: (including who, where, and duration) Any reason why you think this might be happening?	Type of Bullying (please circle) <ul style="list-style-type: none">• Physical• Verbal• Cyber• Exclusion• Outside School• Other
Agreed Actions <ul style="list-style-type: none">• •	
Follow up/contact with parents	



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Appendix B

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Pastoral Care Action Form

Child's Name:	Year Group:
Pastoral Care Adult:	Date:
Concern:	
Agreed Actions:	
<ul style="list-style-type: none">• •	
Follow up/contact with other adults:	