



Shelley First School - Anti-Bullying Policy

“It is the basic entitlement of all children and young people in the United Kingdom that they receive their education free from humiliation, oppression and abuse. Education is compulsory in our society, and therefore it is the responsibility of all adults to ensure that it takes place in an atmosphere which is caring and protective”

~ Bullying - a Positive Response - Cardiff C/HE 1990

At Shelley First School we recognise that bullying can occur and that both pupils and staff may be bullied. When it does, it can be harmful both physically and emotionally for the victim. It can also be a sign that the child carrying out the bullying has underlying issues that need to be addressed. The purpose of this policy is to enable all members of our school community to recognise bullying when it takes place and to deal with it effectively. The aims and rights of our school make clear that bullying is unacceptable.

This policy has been written with reference to key legislation and guidance:
Education Act 2002

Education and Safer Recruitment 2007

Every Child Matters: A Change for Children (2004)

Educations and Inspections Act 2006

DCFS 'Bullying – A Charter for Action'

Safe To Learn: Embedding anti-bullying work in schools (2007)

A definition of bullying

Bullying may be defined as **repeated behaviour by an individual or group, that intentionally hurts another individual or group either physically or emotionally – even if their actions seem insignificant to others.** Whilst bullying generally implies repeated behaviour, there may be occasions when a single instance can be so serious in terms of intent that it is classified as bullying. Bullying usually involves **an imbalance of power** - if two pupils of equal power or strength have an occasional disagreement or argument, this is not bullying.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting, talking about someone constantly to others (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing

- Cyber All areas of internet ,such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

Overall Aim

We recognise the need to ensure that all children in our care do not become victims or bullies. We endeavour to prevent and to always deal with bullying if it occurs.

What do we do to prevent bullying and create a listening school?

The Head Teacher/Governors ensures that an audit of current practices takes place bi-annually and that necessary changes to policy/strategies are implemented. Surveys/discussions/observations also inform the outcomes

1. Raise awareness of bullying (through the curriculum) and teach social skills in a conscious and systematic way.
2. Raise awareness by addressing bullying through assemblies (at least termly).
3. Raise awareness by PSHE & Citizenship being part of every child's entitlement and being woven into the basic curriculum.
4. Reinforce the above via the annual Anti-Bullying Week (November)
5. Ensure that all staff (teaching, non-teaching, lunchtime supervisors, etc) are aware of our anti-bullying procedures.
6. All pupils to have an assigned person (our Key Stage Leaders) to whom they may talk in confidence. At Key Stage 2 this person is Mrs A Westerman and at Key Stage 1 the person is Miss H Barker, additionally Mrs R Moran is always available to talk to as Assistant Headteacher. Alternatively, the child is at liberty to speak to any member of staff that they would feel comfortable talking to.
7. The school has several well trained staff, who may be able to advise staff/pupils/parents according to need.
8. Staff are made aware of the school's whistle-blowing policy should problems arise.

What strategies do we have for 'listening'?

- Action Station Box in the foyer
- Befrienders system of peer mentoring
- Poster reminders around school
- Use of circle time and Class Council meetings
- Ethos that ensures availability of all staff to listen
- Emails checked to ensure that they comply with our policy

How do we deal with bullying when it happens?

There is a stepped approach to dealing with situations that mirrors that in the Behaviour Policy. Bullying behaviour is dealt with in the context of the Behaviour Policy. However, the steps may not be followed in order – the approach is context driven. For example, a bully may be immediately excluded if the situation warrants.

It is essential that separate incidents are classified as either a bullying incident, simply a disagreement between otherwise friends, or a 'one off' loss of temper or misunderstanding. This is sometimes a difficult aspect of school life for parties to deal with, as personal experience can be emotive and the school must use reliable evidence sources available.

Initial response to complaints of bullying are dealt with by Lunchtime Supervisors or Classteacher.

1. Class teacher or Lunchtime Supervisor
Use of the no-blame approach. Victim, perpetrator and witnesses seen separately. Perpetrator given an opportunity to resolve the situation. A review is held in one week after initial meeting, with regular contact with victim in between. The incident will be logged in the class behaviour log file. Headteacher and class teacher informed immediately. Whole staff team informed at Wednesday meeting. If no resolution to issue after one week, passed on to headteacher. If appropriate, the incident is logged onto CPOMS/
2. Headteacher
Where bullying is persistent, where there is SIGNIFICANT harm or where the impact on the victim is significant, the head teacher will be involved. There will be discussion with the victim, perpetrator and witnesses separately. The incident is logged onto CPOMS. This is confidential and access is restricted to relevant staff. Possible involvement of parents is made clear to perpetrator at this point. Review held in one week after initial meeting, with regular contact with victim in between. If no resolution in an appropriate specified period (pertinent to incident) move to next stage.
3. Contact with parents
Parents would be contacted and asked to discuss with the headteacher the bullying behaviour. Possible consequences of behaviour would be discussed with parents, in line with the school Behaviour Policy.

Every incident of bullying is different and some may require a different response to that detailed above. In more severe cases stage 2 will be the starting point, in other cases more time may be spent at stage 1. In the majority of cases, it is appropriate for the school to give the bully a chance to change his/her behaviour before parents are contacted.

It is often difficult to confirm that bullying is taking place and that the incident is not a disagreement between two people of equal power. It is essential that the repeated nature of the behaviour is also confirmed. This requires full investigation at stage 1 and hence it may be necessary for this stage to last longer.

Outcomes

Bully/Bullies will apologise to victim(s)

The bully/bullies will receive a consequence in line with the Behaviour Policy

Staff will continue to monitor the situation

The bully/bullies will receive help to change behaviour

All staff are asked to encourage the children in the following:

1. To be aware of what bullying is
2. To be assertive, not aggressive
3. To report incidents of bullying they experience or witness
4. To be aware that something will be done

Staff are also asked to do the following:

1. Be aware of changes in children's behaviour
2. Record and monitor any incidents on CPOMS
3. Regularly remind children of how to deal with bullying
4. Liaise with the assigned person if the victims or bullies are in your class or care
5. Encourage parents to report any incidents or changes of behaviour in their child.

All parents are asked to:

1. Report incidents as soon as possible
2. Adhere the school policy
3. Support the school's strategies
4. Encourage their child to behave appropriately at school
4. Work in partnership with the school/any involved agencies

This policy was reviewed by staff, Governors and the L4LC in January 2016.

This policy has links to:

The school's Healthy Schools Status

The school's Investor in People/Pupils status

Behaviour policy

Inclusion policy

Equal opportunity policy

Safeguarding policy (inc. PREVENT and whistleblowing)

ICT and e-safety policy

Staff well-being policy