

St. Peter's C. of E. Primary School

Anti-bullying Policy

Mission Statement

Our children will enjoy learning and gaining new knowledge and understanding whilst working together in a caring Christian community. They will be supported, nurtured and cared for which will help them make excellent progress and achieve to the very best of their ability. They will have high expectations and aspirations, be confident when working independently as well as able to work creatively and collaboratively as part of a team. They will celebrate victories and be unafraid of, and learn from, adversity. They will respect one another, be happy and hardworking and relish and rise to challenges that lie before them.

Definition of bullying

Bullying is:

- Deliberately hurtful (including aggression)
- Repeated over a period of time
- Difficult for victims to defend themselves against.

The three main types:

- Physical – e.g. hitting, kicking, taking belongings
- Verbal – e.g. name calling, insulting, making offensive remarks
- Indirect – e.g. spreading nasty stories, exclusion from groups, spreading malicious rumours, sending malicious e-mails, social media groups or text messages.

Pupil definition:

- Being teased or called names
- Being hit, kicked or pushed
- Having money or other things taken from them
- Being ignored or left out
- Being picked on because of their religion or colour or where they are from

It is not bullying when:

- There is no intention to hurt or harm i.e. behaviour is thoughtless or accidental
- There is a one-off fight/argument between pupils of equal stature or strength
- There is a good reason why others cannot be included in a group activity
- A pupil is called a nickname with which they are happy

Statement of values and principles

At St. Peter's C. of E. Primary School staff, parents and children work together to create a happy, caring, learning environment, based upon Christian values. Any bullying behaviour, verbal, physical or indirect, will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people.

Preventive Measures

The school ethos must encourage a positive and supportive environment where good relationships and respect for all is promoted.

The school aims to take preventive measures to ensure that instances of bullying behaviour rarely occur and are dealt with seriously if they do. Some examples of preventive measures are outlined below:

- Raise awareness about bullying behaviour – through personal, social and health (PSHE) lessons, SEAL (Social and Emotional Aspects of Learning), Busy Bees, the school council, school and class worship, questionnaires and surveys in classroom and assemblies.

- Increase personal and social skills by lessons which promote - friendship skills, assertiveness skills, conflict solving, co-operation, SEAL material, problem solving, coping skills, communication skills and by examining spiritual and moral values.
- To build and maintain self-esteem by – circle time activities, PSHE and SEAL lessons, school Busy Bee rules.
- To build empathy through – the school culture, school policies, circle time discussions, working with others, in pairs and small groups, listening and responding, through dram, role-play, poetry, art work and creative writing
- To increase the understanding of the person who bullies and the person who is bullied by – empathy, drama and role-play, developing tolerance, learning friendship skills, examining conflict, developing problem solving skills, developing and enhancing communication and listening skills, and examining attitudes and values
- To ensure that welfare staff are aware of the procedures to deal with bullying behaviour and are alerted if there has been an incident
- Teachers have clear procedures to put into operation when bullying occurs
- The anti-bullying policy is known and understood by all and parents and children know who to tell
- The Christian ethos permeates throughout all school life.
- School takes part in a 'friendship day' as part of anti-bullying week each autumn term
- The school has good relationships between all stakeholders.
- The playground environment values, nurtures and protects children. It is well supervised and the pupils have games / equipment to use.

Sanctions

Sanctions will take the severity and the child into account. The behaviour policy will be referred to.

Strategies for dealing with bullying

1. Co-operative group work
2. Circle time
3. Circle of friends
4. Befriending

Procedures for reporting and recording bullying behaviour:

Parents of the "victim" (if they are unaware) and of those who have allegedly displayed bullying behaviour, will be informed of the situation and how the school is dealing with it. The school aims to deal with any instances of bullying behaviour within the day of it being reported. Staff may want to refer to advice notes in Appendix A.

When a parent informs school about any instances of alleged bullying, this is recorded using Form 1. Form 2 is used to log information about the alleged incident. Examples can be found in the appendix. Records will be kept in the Headteacher's office.

The class teacher would normally carry out the process, described below. If there has been a violent incident then the Headteacher would be involved from the outset.

After investigating, if there was no evidence that bullying took place, the case file would be closed and parents notified either by letter or in person. Close monitoring of the situation and children involved on both sides would occur.

Parents are involved at all stages (if appropriate)

Step 1 Interview with the victim

- When the teacher finds out that bullying has happened, s/he starts by talking to the victim about his/her feelings and may write these down. If the pupil is

unable to do this then the interviewing adult will scribe for him/her. The pupil should be questioned about the incidents and the pupils involved.

Step 2 Interview the 'bully/bullies' and any witnesses

- The pupil(s) who have been involved in bullying are interviewed individually
- They are encouraged to be honest about what has been happening and asked to explain why they think that the 'victim' is unhappy at school. They should not be interrogated! A record of such meeting should also be kept.

Step 3 Convene a meeting with the people involved

The group of pupils who have been involved then meet.

Explain the problem

- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at St. Peter's CE. Primary School.
- The meeting will include some bystanders or colluders who joined in but did not initiate any bullying.
- A group of 6-8 young people works well.

Share responsibility

The teacher does not attribute blame but states that s/he knows that the group are responsible and can do something about it.

Ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but does not go on to extract a promise of improved behaviour.

Leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. S/he arranges to meet with them again the following week to see how things are going. It should be made clear to the victim, that if any other instances occur before then, the s/he should report it immediately.

Step 4 Meet with the group again

- About a week later, the teacher meets with the group to discuss how things are going. The teacher may need to ask the victim on an individual basis how things are in the interim. This allows the teacher to monitor the situation and keeps the young people involved in the process.

Step 5 Communication

Make sure all parents of the involved find out the outcomes of the event.

Persistent bullying is regarded as very serious and if the situation recurs either with the same 'victim' or with others, then the school's Behaviour Policy will be implemented and parents informed.

Monitoring and Evaluating the Policy

Questionnaires/surveys will be carried out with pupils each term, so that the school can monitor and evaluate the effectiveness of this policy. The Headteacher will monitor the situation via the Anti Bullying File, which records incidents of bullying, the analysis of questionnaires and discussions with staff, pupils and parents. The Headteacher will report to the Governing Body on a termly basis in the Headteacher's report. This policy will be reviewed when necessary.

Signed on behalf of the Governors

Date

Appendix A

Advice to teachers about dealing with alleged bullying

- **Attend** Listen to what is being said and try not to show shock or disbelief. Patience is needed, wait during silences and prompt gently.
- **Accept** Keep an open mind. You never know whether what you are told is true or not
- **Allay fears** Reassure the pupil that they were right to tell. However do not promise confidentiality.
- **Annotate** Note what is said.
- **Assuage** There may be guilt. Reassure the pupil that it was not their fault that they were being bullied; that they are not the only person to have suffered; if the bully gets into trouble it is their fault and nothing to do with the pupil who told.

RESPONDING

- Try not to ask leading questions i.e. 'What did _____ do next?'
- Ask open questions like 'Anything else to tell me?'
- Use prompts like 'yes' and 'and'.
- Try not to criticise in personal terms (naughty child). The behaviour is what needs the attention (**Bullying is not acceptable**).
- Reconciliation is what you are aiming at.
- Explain your next steps.
- Support and offer help either from a pupil or adult in the future.
- Try to see the matter through yourself. Keep in contact with the pupil.
- Deal with the matter in a Christian way, linking the right choices to our faith.

NOTING

- Make brief notes and write them up as soon as possible – keep your original notes.
- Record date, time, place, non-verbal behaviour, words used by the pupil.
- Record statements, observable things, not your interpretations or assumptions. Parents may wish to see your notes.

Try to keep relaxed. If this is serious or upsetting, you might need some support yourself!
REMEMBER TO KEEP EVIDENCE!!