

ST PAUL WITH ST LUKE PRIMARY SCHOOL

ANTI-BULLYING POLICY

Issued: July 2013

Reviewed: April 2016

Vision statement:

Pupils at our school have many rights and one of them is the right to be safe. Our school maintains a caring approach to all pupils and we take seriously the responsibility we have to the culturally diverse community we serve.

We value and work towards the emotional health and well being of all within our school.

We aim to create a caring climate in school where anti-social and bullying behaviours are not accepted or tolerated.

Our policy aims to involve all pupils, parents/carers, staff and the governing body in creating a happy, safe and fair school working in partnership to eliminate bullying and unacceptable behaviour.

When consulted **pupils** said "We want our school to be a safe and friendly place."

When asked **parents/carers** said "We want a school where our children are happy and safe."

Staff stated that they wanted a school "That provides an environment that fosters learning and well being."

Governors agreed they wanted a school "Where the practice was something to be proud of."

We understand bullying to be:

- When someone deliberately and repeatedly acts in a way that causes harm to another.

Bullying can be:

- Verbal i.e. name calling, sarcasm, starting/spreading rumours, teasing.
- Emotional i.e. being confrontational, excluding, tormenting (e.g: hiding property, threatening looks/gestures).
- Physical i.e. pushing, hitting, kicking, punching or any use of violence.
- Racist i.e. racial taunts, graffiti, gestures.
- Sexual i.e. unwanted physical contact, sexually abusive comments.
- Homophobic i.e. because of, or focussing on, the issue of sexuality.
- Cyber i.e. use of new technologies, internet and mobile telephones, to embarrass, intimidate or harass.

A victim of bullying is:

- An individual or group who suffers in any way, as a direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A bully is:

- A person or group who deliberately and wilfully abuses their power or strength to intimidate or frighten others, usually those whom they have identified as being able to offer insubstantial resistance.
- A witness who fails to challenge or report bullying.

The impact of bullying affects:

- Safety and emotional well-being.
- Educational achievement and learning.
- School ethos and reputation.

We aim to:

- Use the curriculum, especially personal, health, social health and citizenship education (PSHCE), religious education (RE), and displays, focus weeks and assemblies to raise awareness of the school's expectations and strategies and provide a foundation for pupils to explore bullying and related issues.
- Adhere to our behaviour policy to model positive behaviours and consistently apply the school's agreed way of working.

- Encourage and teach our pupils to be empathetic, manage their emotions constructively and to reject anti-social behaviour in and out of school.
- Use our playground buddies, school councillors, Y6 Leadership team to act as positive role models who encourage play and friendships, as well as to report anti-social behaviour
- Involve all pupils, staff, parents/carers and governors to actively prevent bullying.
- Give support to pupils who are being bullied.
- Offer guidance, sanctions and support to bullies to help them change and make amends for their behaviour.
- Seek support and help from outside agencies when necessary.

While the school will make every effort to deal with bullying on the school premises and to prevent bullying outside the school gates, we recognise *that we cannot be held directly responsible for bullying that takes place off site*, by pupils in this school or by pupils of other schools or on a pupil's journey to and from school. We will listen to and advise pupils and their families on how to address bullying in the community including contacting the police if appropriate.

St Paul with St Luke Primary School is a 'telling school,' that means, we encourage pupils **to tell us** about incidents that happen inside and outside of school so that we can raise concerns and take steps as appropriate, e.g. contact police or youth offending teams to alert them to trouble spots, contact colleagues in other schools whose pupils are bullying off premises, map safe routes to school in the event of a pupil being bullied on their journey, offering pupils strategies to handle bullying off the school premises. Each school year, pupils contribute artwork for a school anti-bullying display which shows a commitment by all in the school community for intolerance of bullying. The school displays where pupils can go for help, e.g. Childline. Parents/carers also have access to a reporting point in the school administration office or directly to the Headteacher.

In the event of bullying St Paul with St Luke Primary School carries out following procedures:

Report (telling) bullying whether victim, witness, concerned parent/carer or friend through:

- Playground staff and 'buddies'
- Telling the Headteacher, Leadership Team, school staff
- School administration office (reception)
- School Home Support Worker
- Learning Mentor
- Place2Be councillor

Investigate the situation by talking to the:

- Pupils involved
- Witnesses
- Staff members
- Parents/carers

Record on the appropriate report form reports from:

- Pupils involved
- Witnesses involved
- Any other information arising from the investigation
- Local Authority incident report
- Next steps to ensure the bullying ceases and is resolved
- Repeated or unresolved bullying whether by a perpetrator or to a victim will need a more intensive intervention which will be informed through the CAF (common assessment framework) and the involvement of other professionals or agencies

Respond to the bully by:

- Informing staff
- Ensuring that they recognise, own, and reflect on their behaviour(s) and how it affects others
- Applying appropriate sanctions
- Guiding, supporting, advising and offering them strategies to change their behaviour

- Insisting that they take responsibility for their actions and help them to actively make amends
- Involving parents/carers
- Involving outside agencies when necessary
- Specific forms of bullying: eg, homophobic, racist, sexist are challenged in a constructive way through dialogue, not by punishment as this only suppresses beliefs rather than changes them. In relation to homophobic name calling, we will challenge the use of the word 'gay' as an insult

Respond to the pupil who is bullied, hurt or upset by:

- Actively listening to the pupil
- Offering support and effective strategies to deal with unwanted behaviour(s). We do not tell pupils to 'ignore' it nor do we expect them to challenge it without support
- Informing staff, and as appropriate, allocate a key worker to monitor whether the victim feels safe and supported
- Protecting the pupil and ensuring their safety as and when necessary.
- Involving parents/carers
- Referring parents/carers and/or pupils to appropriate organisations for advice, guidance and support through the CAF (common assessment framework)
- Involving outside agencies to support the pupil as appropriate
- In the instance of cyber bullying, advising victims to: inform their email service provider, secure and preserve evidence, not to respond to messages and, if warranted, to inform the police. The school will also inform the LA. e-safety advisor

Respond to parents/carer by:

- Investigating their reports or concerns about their child
- Reporting back findings
- Keeping them informed of next steps
- Providing them with information through our anti-bullying advice leaflets
- Referring them on to appropriate outside agencies as appropriate

Review the situation with:

- Pupils involved
- School staff
- Parents/carers and others as appropriate

Review related policies by:

- An annual review of the Behaviour Policy and Race Equality Policy
- Submitting the Anti-Bullying Policy to the Local Authority for audit as required
- A regular review of the school rules, values and class codes of conduct and policy issues through school council, class meetings and assemblies
- The outcomes of pupil surveys

As part of our **monitoring strategy** we:

- Meet with pupils and give them planned opportunities to tell us if the policy is effective from their point of view and if the school is responding to incidents
- Review the effectiveness of the policy annually with staff, pupils and parents/carers
- Analyse the data generated through our reporting procedures for patterns or trends in order to inform further anti-bullying development

The following procedures ensure that all staff will respond consistently:

- Induction of new staff includes careful explanation of procedures, particularly reporting and responding to bullying
- Playground supervisors are made aware of pupils who may be experiencing or perpetrating bullying through a notice board in their staff area
- Induction of playground 'buddies' includes anti-bullying procedures
- As part of the annual review of the Anti-bullying policy, staff are asked to indicate whether they feel confident to respond to all forms of bullying, including homophobic

Transition arrangements:

If a pupil has been involved in bullying, the information is passed on to the next year teaching team, including pupils who move to secondary schools where the information is passed on to the head of year 7.

Success criteria:

Evidence through report forms, pupil surveys, school council, interventions and monitoring which indicates:

Staff are responsive and vigilant to bullying

Fewer pupils report being bullied

Fewer pupils are found to be bullying

More pupils report that they would not join in bullying

More pupils would tell a member of staff if they were being bullied

More pupils will tell a member of staff if they are aware of someone else being bullied or being a bully

Anti-bullying Action plan

Cyberbullying and internet safety workshops for pupils and for parent/carers

Anti-Bullying leaflet for parents

School Council focus on a national annual anti-bullying project in November

Set up playground health and safety committees to focus on happier and safer playtimes.

Nicola Horton
Headteacher

Appendix A

Report forms are logged. This data is used to monitor, report to governors and the LA and to identify pupils for further intervention or support.

Appendix B

Anti-bullying information, advice and support organisations:

Don't suffer in silence – [http:// www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying)

Anti- bullying strategies – <http://www.childline.org.uk>

Childline- <http://www.childline.org.uk>

(0800 11 11) – telephone lines open 24hrs.

Kidscape – <http://www.kidscape.org.uk>

(020-7730 3300) –

Bullying – <http://www.bullying.co.uk>

Parentline Plus – <http://www.parentlineplus.org.uk>

Victim Support – <http://www.victimsupport.org.uk>

Advisory Centre for Education – <http://www.ace-ed.org.uk/advice/Mychild/TacklingBullying>

BBC Schools site – <http://www.bbc.co.uk/schools/bullying>

Homophobic bullying

All staff training to be delivered annually

Exemplar response to a homophobic bullying incident:

You have just heard a girl say to a boy:

“Don't be so gay” because he fell over and cried.

Event/points:	Example script:
You ask the victim about what happened to him?	Can you tell me what just happened?
You reassure the victim.	We will get this sorted out. I'll make sure she knows you are offended by this comment. The word they used to you has nothing to do with what happened. Its okay to cry if you feel upset.
You ask the perpetrator about what was said. Do they know what the motivating factor for the homophobic comment?	What exactly did you say? Why did you say that? Why did you choose to use the word gay?
Does she realise why what she just said was inappropriate?	What did you mean when you used the word 'gay'? Do you know what 'gay' means?
Does she understand that her comment can be hurtful and is intended as an insult?	Do you now understand why you should not have said that to him? How do you think it made him feel? Did you know that calling someone 'gay' can be insulting or hurtful? We don't say gay to tease someone or when we don't really know what the word means. Does falling over or crying make you gay? Do you realise that you used the word gay as a put down? Why would it upset people? Who would it offend?

because he's done something she thinks is weak is unacceptable.	right to be mean to them. What should you do instead when someone gets hurt or cries? What's wrong with someone crying if they hurt themselves. You might cry too if you are upset.
Make sure she understands her comment is unacceptable. Does she understand that in school we do not tolerate homophobic bullying, and that this school is a safe place for all who attend.	Calling someone gay is not a swear word, but the way you used it was to be hurtful and that's not acceptable. It's not ok to use the word gay to insult someone. If this were to be repeated, it would be considered bullying and dealt with as such.
What should happen next?	Perpetrator apologises to victim. Warning and record as equalities incident. Monitor to see if it was a one off or persists. If appropriate, inform and discuss with parents/carers.

Cyber bullying

Cyber bullying definition: 'When the internet, mobile telephones or other devices are used to post text or send images intended to hurt, embarrass, intimidate or harass another person.'

It is important because it can deeply affect people in a negative way leading in some cases to suicide.

It happens through instant messenger and chat-rooms, social networking sites, interactive gaming sites, sending viruses, abusing personal information (photographs).

At school we do not allow pupils to have mobile telephones. School computers cannot access social networking sites. We raise and discuss cyber bullying with our pupils through the ICT and PSHCE curriculum. We respond to individuals reporting cyber bullying and involve families in preventing and stopping it.

WHAT TO DO IF YOU THINK YOUR CHILD IS BEING BULLIED:

- **Reassure your child that the school will respond sensitively and not cause your child further bullying for ‘telling’.**
 - **Tell your child’s class teacher. They will also be able to speak to other staff and pupils who may be witnesses.**
 - **Expect to hear back from the school what the outcome of the investigation was and what the next steps are.**
 - **Rely on the school to resolve the bullying effectively. This could mean a variety of actions pending what the investigation revealed.**
 - **You can also telephone or leave a message at the school administration office. The administration office staff will pass it on to a senior leader. They will then contact you by phone. They will also carry out an investigation with pupils and staff involved.**
- Your child may want to contact a help-line for children: Childline 0800 1111
NSPCC 0808 800 5000**

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A bully is:

- A person or group who deliberately and wilfully abuses their power or strength to intimidate or frighten others, usually those whom they have identified as being less able to stand up for or protect them self.
- Witnesses who neither challenge nor report bullying. We see this as joining in.

St Paul with St Luke Primary School is a ‘telling school’:

- The school has a designated senior member of staff (Nicola Horton), and a SENCO/Inclusion Manager (Unta Taiwo) who have responsibility for inclusion and anti-bullying work. Pupils know who they are and how they can talk to them.
- All staff report bullying behaviour anywhere in the school to the Headteacher or SENCO.
- If bullying is occurring, staff are made aware of it. This is followed up with the lunchtime supervisors team for the playgrounds.
- Encourage pupils to mentor and support each other in the playgrounds.

- **Carrying out an investigation immediately** and informing parent/carers and staff of outcomes.
- **Supporting the person(s) who is being bullied** (victim).
- **Recording details** of bullying incidents in order to monitor on a school-wide basis.
- **Informing parents/carers** of perpetrator(s).
- **Informing playground staff** to ‘look out for’ perpetrators and victims.
- Taking an active and immediate stance against the bully (perpetrator(s)). Educating bullies through discussion, reflection and the use of sanctions (loss of privileges). This may include use of exclusion where appropriate. We also offer guidance and support to bullies to help them change and make amends for their behaviour.
- **Monitoring the victim** and bully until we are certain the bullying has stopped.

The following procedures ensure that all staff will respond consistently:

- Induction of new staff includes careful explanation of procedures, particularly reporting and responding to bullying
- Playground supervisors are made aware of pupils who may be experiencing or perpetrating bullying through a notice board in their staff area
- Tackling bullying in line with school procedures is part of the 6 month review for new appointments
- Induction of playground ‘buddies’ (peer mentors) includes anti-bullying procedures
- As part of the annual review of the Anti-bullying policy, staff are asked to indicate whether they feel confident to respond to all forms of bullying, including homophobic

In order to prevent bullying, we:

- Adhere to our anti-bullying policy and procedures. The policy is reviewed at the start of every school year.
- Use our PSHE lessons and assemblies to raise pupils’ awareness of bullying and other forms of anti-social behaviour.
- Encourage children to behave positively and to reject anti-social behaviour in and out of school.
- Involve all pupils, staff, support staff, parents/carers and governors to actively prevent bullying by having anti-bullying weeks every autumn term and regular assemblies to raise awareness and remind staff and children of our school’s procedures.
- **If you are unhappy with the outcomes of the investigation, you can contact the headteacher or contact the school administration office for advice on our complaints procedure.**