

Anti-Bullying Policy



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ANTI BULLYING POLICY

This policy is in the spirit of our school Vision statement.

It is our belief that in a Christian context, bullying in any form is totally unacceptable. Issues such as consideration for others, feelings, behaviour, individual differences, strengths and weaknesses are taught throughout the school in P.S.C.H.E. and SEAL as well as through R.E. We believe that this teaching builds the foundations for considerate behaviour and makes our expectations clear.

This policy links into our school 'Behaviour Support Policy' and 'Child Protection' procedures. It was formulated and reviewed through discussion with staff, governors, parents and outside agencies such as the L.A. Behaviour Support Team. It conforms to guidelines issued by the DFE

It is important that our school has a clear written policy to promote the above belief, where both pupils and parents/guardians are fully aware that any bullying complaints will be dealt with ***firmly, fairly and promptly***.

What is Bullying?

It is vital that children, staff, parents and governors agree a definition of bullying.

We believe bullying is;

- Deliberate hurtful behaviour
- Repeated over a period of time
- Difficult for those being bullied to take action to stop the bullying themselves.

Some forms of bullying and examples:

Physical	Hitting, kicking, spitting, stealing or damaging property
Verbal	Name calling, insults, racist, sexist, homophobic comments
Indirect	Spreading nasty stories/rumours, excluding someone deliberately from a group, using unkind gestures and signs, sending malicious messages (e-mails, texts) Posting unkind things on social media (see Cyber- Bullying Policy), forcing others to act in a way they know to be wrong)

These are unacceptable forms of behaviour at St Philip's and they can cause unhappiness, withdrawal, injury, lack of concentration, children not wanting to come to school, personality problems.

Strategies in relation to bullying

Children should be made aware of what constitutes unacceptable behaviour – this is achieved in lessons involving feelings, behaviour role play and assemblies. English, historical events or current affairs might be chosen to reinforce anti-bullying issues, (Wondering Wednesday and Big Picture News).

As part of our drive to be an emotionally literate school it is taught **explicitly** through P.S.C.H.E. lessons and often in Circle Time. Children are also reminded of the actions they can take through displays and notices around the school. The school recognises Anti- Bullying Week each year in the Autumn Term. Initiatives such as School Council, Play Leaders, Buddies and Peer Mediators also foster these skills in the children. Other SEAL strategies such as 'ASAP' and 'Space Invaders' may also be appropriate. Outside agencies such as Bully Busters are used to support the school too.

All staff including teachers and all support staff should be vigilant and responsive to bullying both in and out of the classroom situation.

- Pupils should feel secure in the knowledge that they can approach all members of staff if they are experiencing any “bullying” and action will be taken.
- Parents should work in partnership with the school by responding to any incident of bullying which comes to their notice by contacting the school **immediately**.
- All staff and Governors are committed to strategies which prevent bullying and to deal effectively with any incident which should arise.

As a School

We will aim to;

- a) Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times.
- b) Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other.
- c) Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- d) Review the School Policy and its degree of success.
- e) The School Staff will continue to have a firm but fair discipline structure. The rules should be few, simple and easy to understand.
- f) Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, disability e.g dyslexia etc.
- g) Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- h) Encourage pupils to treat everyone with respect.

- i) We will treat bullying as a serious offence and take every possible action to eradicate it from our School.

Procedures for dealing with Bullying

The aim of these procedures is to ensure that everyone involved imposes the same standards and that the children clearly understand and are reassured by our anti-bullying policy.

Whichever adult sees, or has the incident reported to them should act ***fairly, firmly and promptly.***

If bullying is suspected those involved should be taken to one side. There should be an initial informal investigation by the adult to establish the facts.

If any degree of bullying is identified, the following action will be taken:-

Stage 1

If it is a 'minor incident' and the adult involved is not the class teacher, it should be dealt with on the spot, but then it should be reported to the class teacher by the adult who may record the incident in their behaviour book if they feel it is appropriate. Incidents that occur at lunchtime will be recorded by welfare staff in the behaviour book and reported to the class teacher. Therefore any 'pattern' of bullying will be identified through these incident books.

Stage 2

If it is felt that a pattern of behaviour is developing then help, support and counselling will be given as is appropriate to both the victims and the bullies. Supporting the victims in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- informing the victims' parents/guardians.
- by offering continuing support when they feel they need it.
- by taking one or more of support strategies described below.
- using Restorative Practice procedures

We also discipline, yet try to help the bullies in the following ways:

- by talking about what happened, to discover why they became involved.
- informing the bullies' parents/guardians.
- by continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
- by implementing one or more of the sanctions/support described below to prevent more bullying.
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Sanctions and support strategies include;

- They will be warned officially to stop offending.
- Loss of privileges such as attendance at clubs or representing school teams.
- Loss or separate, supervised playtimes or lunchtimes

- Use of the 'Circle Time

Stage 3

If it is a 'major incident' causing injury or distress or involves racial or other abuse it should be reported to the Head/deputy head teacher. It will be logged and investigated. The head/deputy will deal with the incident and the parents will be contacted as soon as possible with a view to maximising support for the children concerned. Where there has been damage to property/possessions, some recompense should be considered by the person responsible.

Sanctions and support strategies include:

- They may be excluded from the School premises at break and/or lunch times by the Head/deputy.
- If they do not stop bullying they will be suspended for a minor fixed period (one or two days).
- If they then carry on they will be recommended for suspension for a major fixed period (up to five days) or an indefinite period. The matter will be referred to the Governors.
- If they will not end such behaviour, and they will be recommended for permanent exclusion (expulsion).

Staff Training

It is essential that training for all staff takes place. This may be in-house or provided by other external agencies.

Monitoring & Evaluation

The policy is available from the school office and also accessible through the school website and parents will be made aware of this and be made aware of any major changes.

It must be reviewed by staff and governors at least annually to evaluate its effectiveness in supporting any children involved in such incidents. Children's opinions should also be sought to ensure that they feel secure and supported in school. This will be done through the School Council representatives.

Sandie Edward

Reviewed January 2024

Appendix 1

Guidance for children

TAKE ACTION!

- a) Watching and doing nothing looks as if you are on the side of the bully.
- b) It makes the victim feel more unhappy and on their own.
- c) If you feel you cannot get involved, tell an adult IMMEDIATELY.
Teachers have ways of dealing with the bully without getting you into trouble.
- d) Do not be, or pretend to be, friends with a bully.

Guidance for Parents

- a) Look 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 normal standard.
- b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- c) If you feel your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- d) It is important that you advise your child not to fight back. It can make matters worse!
- e) Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- f) Make sure your child is fully aware of the School policy concerning bullying, and that they will not be afraid to ask for help.